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Pow-wow! . . . 2,000 Cambridge school children stage a North American Indian gathering for the BBC's *Watch* programme

Axe falls on universities: ten now face drastic cuts

by Biddy Passmore

Ten of Britain's 51 universities and university institutions are to have their student numbers cut by a tenth or more within five years. A further eight will suffer losses of between 5 and 10 per cent.

Overall, student numbers are set to fall by 5 per cent by 1984. Within that total, arts subjects will suffer a heavier than average cut but the greatest pruning will come in social studies and para-medical subjects, mainly pharmacy.

Chief sufferers from the allocation of cuts by the University Grants Committee, with the percentage student reduction in brackets, are: Aston (22.1), Bradford (19), Hull (17.2), Keele (16.8), Salford (30.2), Surrey (14.2), Bangor (12), University of Wales Institute of Science and Technology (10), Heriot-Watt (12.8), and Stirling (18.2). Salford, the hardest hit of all, stands to lose 1,200 out of its 4,000 students and £6m in grant between now and 1984.

Oxford, Cambridge, the civic and "redbrick" universities have been favoured by the University Grants Committee in its selectivity strategy for the 1980s, while the new universities seem to have done rather worse than the average and the technological universities considerably so.

Of 51 institutions, only one—the London Business School—will actually receive a bigger grant in 1983-84 than it did this year. This is because, even where student numbers are staying almost static or even rising, universities are expected to squeeze costs. The staff-student ratio, now 9.3:1, is certain to decline to over 10:1.

Overall, the UGC expects universities to lose between 11 and 15 per cent in income by 1984.

The anxiously-awaited letters to vice-chancellors, setting out the grant for next year, tentative allocations for the next two years, and student targets in arts, science and medicine, were sent out on Wednesday.

The individual letters containing the committee's advice on which departments should be cut or closed to achieve those targets—also sent out on Wednesday—were not available when *The TES* went to press. Universities will have till January to consider their recommendations.

However, the general priorities were set out in a letter to all vice-chancellors. The arts will suffer a slightly greater than average cut, with rationalization of modern languages reaching. Social studies numbers will see a substantial reduction, with the aim of improving staff-student ratios ("disproportionately low" in many universities, comments the UGC) and improving opportunities for research.

For education, the committee says it cannot give firm figures for post-graduate and BEd courses until the Government has set detailed manpower targets, although it says some reduction is inevitable. But it hopes that higher degree work, research, and courses of in-service training for teachers can be maintained and has made provision accordingly.

The number of students reading business studies is to rise, with expansion planned for both the London and Manchester business schools. Engineering and technology numbers should increase slightly, but with some redistribution between institutions.

In science, there are expected to be more physics students but by making better use of resources. Overall numbers studying biology may fall and there will be a sharp drop of about a quarter in para-medical subjects, mainly pharmacy.

Medical schools will take their share of cuts but should be able to maintain 1980 intakes.

Ten of the 45 universities have been protected by the University Grants Committee's selectivity strategy for the 1980s from the full rigour of the cuts in public expenditure.

Full details: page 6

Little devils fired for hell raising

by Richard Garner

Oakham School, an independent boarding school in Leicestershire has been bedevilled by problems this year.

First the school agreed to pay £4,250 damages after admitting illicitly photocopying music sheets for the school choir earlier this year.

Now three pupils have been expelled and one sent home for the rest of the term after being found in the middle of the night in a field near the school trying to raise the devil.

Mr O.R.S. Bull, the school's headmaster, said this week: "My view is that I don't like the idea of people getting involved even by way of a joke in this kind of thing."

"However, the action was taken because of a serious breach of the school's rules in that the boys were out of their house late at night. Two of them had already received final warnings because of earlier serious infringements of the school's rules and one of the others had also been in trouble previously."



"It was ghastly, sir, we raised Nell Kinnoak."

Pitting their wits

Heriot-Watt University in Edinburgh is to conduct research into the design of Orchestra pits. The university's Department of Building has received a grant of £74,000 to investigate their acoustic design.

Bert Lodge

College protest over article rejected

A complaint that *Reader's Digest* had published unfair comment about a north-west college for mature students was rejected by the Press Council last week.

In an article on the vagaries of local government spending, Mr David Moller remarked that councils penny-pinching on public services still had grand extravaganzas. Typical was Burton Manor residential college for adult education in the Wirral where bee-keeping, science fiction, the Renaissance and folk dancing were studied with an annual subsidy of £100,000.

Mr Allan Kingsbury, the college principal, told the editor that the article did not mention Burton Manor's intensive industrial training programme; nor that a high proportion of running costs came from students' fees. The editor should rectify the false impression.

Mr Michael Randolph, editor, replied that against so large a subsidy the nature of the liberal arts course suggested scope for economy. Mr Kingsbury complained to the Press Council that the subsidy was for attracting a wide cross-section of local citizens and giving opportunities to the underprivileged. The industrial and training courses were self-supporting.

Moreover, £100,000 was not the annual subsidy. It had been needed once to meet a retrospective wage award. The current subsidy was £81,000 and progressively reducing.

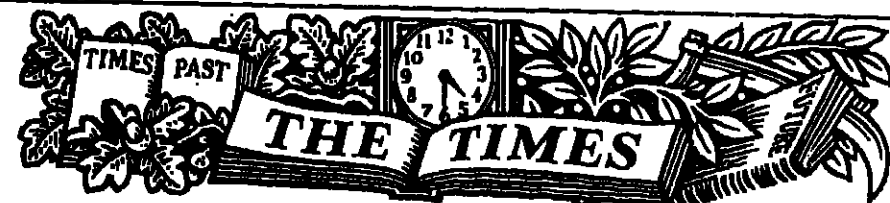
Mr Moller said his article was thoroughly researched and when he telephoned Mr Kingsbury to check the facts relating to Burton Manor, the figure of £100,000 was not then disputed.

In its adjudication, the Press Council defended the right of an editor to publish provocative articles, selective in their presentation of the facts, which draw attention to important public issues. The article in question, read in context, was exposing a series of specified alleged extravaganzas in public spending and did not purport to be a balanced assessment weighing the merits and defects of each particular institution.

The British acceded to the chair of the European Council of Ministers on Wednesday. One hope is that during Britain's stint, the Community may move forward, a step or two, towards a Europe-wide policy linking education and training in a programme to smooth the transition from school to work. It so happens, also, that the commissioner whose brief includes education and training is Mr Ivor Richard, the former Labour MP, ex-ambassador to the United Nations, whom Mrs Thatcher nominated as a successor to Mr Roy Jenkins on the commission. Mr Richard's appointment coincided with a reorganization of the responsibilities of the various commissioners. This brought education and vocational training together within the division responsible for social affairs.

As everybody knows, the Treaty of Rome says nothing about education and successive commissioners since Ralf Dahrendorf have been unable to get approval for a full-scale Community education programme in the face of persistent opposition from countries like France, Denmark and Britain.

The significance of merging education with vocational training is, of course, that vocational training clearly does come within the purview of the treaty. And because youth employment (and the lack of it) is a universal concern, attention has focused in all Community countries on the uncertain frontier between general and vocational education, and between education and training. It must be clear that in the present state of flux it is increasingly difficult to police these frontiers even if anyone wished to do so: as definitions and expectations of work change, so, too, do the definitions of general and vocational education. Easy certainties fall away. Hard-bitten trainers, who pretend that their loyalties are to industry and the transmission of just those skills required to perform limited production functions, find themselves inventing a new category of life skills which bear a striking resemblance to those by-products of schooling which educators (sometimes wrongly) have taken for granted. And educators, stung by the criticisms of industry and the pressures of parents and politicians, look for ways of incorporating within



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European allies in the search for a new deal

the educational framework work experience and vocational skills, hitherto thought to belong to a later stage.

What is happening in Brussels, then, reflects ideas which can also be seen to work on the national scene. The merging of responsibility for education and training has frequently been mooted over the last 20 years. Lord Halsbury, for example, who was the first Secretary of State for Education, is one of those who came to regard the separation of these two ministerial functions as a major disadvantage. He believed that the shortcomings of the training mechanisms, including, among others, apprenticeship, were reinforced by the institutional networks of employers and unions and the Department of Employment which feeds upon them and is sustained by them. "Although," he wrote in *The Door Wherein I Went* in 1975, "much progress has been made since I was at the Ministry in 1957, it has been on a scale which is quite incommensurate with our needs. On the whole, I put a good deal of this down to the debt account of the unions. But I am not at all sure that they would have had the same debilitating influence on Government policy had the Education Ministry played a bigger role in prescribing the whole

structure, and the Ministries of Industry and Employment less."

The sting of this, of course, has been that the present division of responsibility has served to insulate the Department of Education and Science from the pressures of the world beyond school and has helped, also, to shape the consciousness of the further education colleges. Within the present set-up, however, it is excellent to know that the Secretary of State for Employment is likely to back attempts at Brussels to coordinate action Community-wide. The plans for a school-leavers' charter (page 12) now being polished by Mr Richard's officials, amount to a more vigorous version of the Manpower Services Commission's own new training initiative or rather, a resurrection of the MSC's own first draft which failed to get past the first fence with the CBI and TUC. (The groundwork has been done by a former member of the MSC staff, Ron Johnson, acting as a consultant). It envisages a set of cohesive policies to ensure all teenagers a planned programme of education, training and work experience. And it stipulates that this should be the follow-up to a secondary education which offers a sound introduction to the realities of economic and industrial life and

the practical and social skills these demand. Realistically, it also insists that opportunities for the 16-19s should not be distorted by "disparate and illogical wage and grant structures" - an apt comment on the present pattern of wages, grants and social benefits for this age-group - and goes on to outline a five-year action programme for these aims.

Mr James Prior will be strongly sympathetic to the general approach, though the same financial and institutional obstacles which blocked successive drafts of the new training initiative will still have to be overcome. The papers now coming out of the commission clearly point towards some kind of Community legislation to persuade all member countries to move forward together on this.

More important, perhaps, would be the financial role which the EEC Social Fund could come to play in smoothing the way to the introduction of the massive structural reform which is now required. Already the present programmes of the MSC are subsidized to a large but unstated degree by funds from Europe. Action along the lines which are now being suggested could increase this considerably and help to build up the Social Fund together with the Regional Fund as major counterweights to the Common Agricultural Policy as a means of redistributing resources in Europe.

Of course, it would be absurdly optimistic to suppose that a Euro-initiative is all that is needed to break through the log-jam. How nice it would be if it were. The facts of the situation remain stubborn and intractable. The distance between aspiration and achievement is no shorter than that which separates Mr Prior's oft-stated hopes and the modest action he can deliver. No Euro-directive or recommendation is going to overcome the vested interests which stand in the way; nor will Euro-euphoria by itself, pay for the expensive programmes which are needed. But behind all this something important is emerging. There is now clearly a pattern of development which commands a growing body of support, not only in Britain but also in Europe. This can only strengthen the hands of Mr Prior - and, it must be hoped, Mr Carlisle, too - in their search for a new deal for the 16-19s.



Light fantastic - young engineer '81 individual prize winner Andrew Davis, 17, with his digital lighting control system at Brighton Polytechnic. Andrew attends King Edward School, Witney, Oxfordshire.

Merger row head is suspended for 'intemperate' remarks

by Bob Doe

A Worthing headmaster has been suspended from his duties for accusing West Sussex education officials of lying, bullying and rudeness in a dispute over the merger of two schools.

Mr David Hutton, headmaster of Tarring High School for boys, objects to a plan to merge his school with Worthing's Gaisford High School for girls.

Two paragraphs in Mr Hutton's eight-page attack on the plan addressed to the county's schools' sub-committee led Mr Roy Potter, the chief education officer, to suspend Mr Hutton.

In the TES Mr Hutton complained of unwillingness by his governors to discuss education problems, of failing to put the interests of children before those of the school, and of officers who lied, misrepresented and censored and who were rude when challenged.

Mr Hutton also described the working party looking into merger plans as rarely rising "above the level of an informed cocktail party."

He has been asked to appear before a special sub-committee next week to substantiate his claims. In suspending Mr Hutton, Mr Potter reasoned that the balanced judgement that has characterized the language of your written papers and many of your utterances in this matter may also be affecting your general professional judgement as to render you unsuitable to have charge of Tarring High School.

Mr Potter said this week he was not influenced by the fact that Mr Hutton was opposing the merger, only the intemperate language used. It was Mr Hutton's right and duty to oppose the plan if he thought it was not in pupils' best interests, he said.

There is considerable resistance among parents at Tarring to the merger.

Make more cash available for redundancy pay, councils told

by Sarah Bayliss

Local authorities were advised this week to make more generous redundancy payments available to teachers.

A report presented to the Association of County Councils education committee suggests that the gap must be closed between expensive premature retirement compensation and miserably unattractive compulsory redundancy payments.

Improved redundancy payments would encourage volunteers and reduce the likelihood of teachers fighting redundancy in industrial tribunals.

In a bold conclusion it suggests that if only employers could select teachers for redundancy on the grounds of competence or because their subject was overstaffed, "then the forced reduction in teacher numbers could have beneficial consequences for the service."

The pension fund, to which the teacher would have contributed if he or she had continued working, loses

£20,000 for a teacher retired five years early.

By contrast, compulsory redundancy payments look cheaper but very unattractive to teachers and to date none has been implemented.

A teacher aged 55 with more than 20 years service on £8,640 salary at November 1980 would statistically get 27 weeks redundancy pay in a lump sum, totalling £4,590. The L.E.A. pays nothing after that. The figures and the ACC report must be seen as the first kick in the teeth to a scheme proposed by the teachers' unions earlier this month. In a plan presented to the Council of Local Education Authorities - school teachers' committee they proposed a national retirement scheme which would let teachers go at 50. The employers will let teachers go in the autumn.

The paper also implies a forthcoming battle with the Local Authorities' Conditions of Service Advisory Board (LACSAB). That board has told negotiating bodies they must stick to the statutory terms on redundancy. The ACC report is of course suggesting that teachers should be treated differently from other local authority employees.

The eight-page report describes the dilemma authorities face. First, the Government's spending plans assume 43,000 fewer teachers will be employed in 1984 compared with 1980. But estimates show that premature retire-

ment and natural wastage will only produce under half that number.

Premature retirement got rid of 7,000 teachers in 1980, will take 6,000 in 1980-81 and 5,000 a year after that. But as the oldest teachers disappear the cost of enhancement rises rapidly.

Turnover and natural wastage have "declined sharply" and will continue to do so as a result of falling pupil numbers and the recession. Compulsory redundancy has so far produced no reductions. The greatest problem is how should teachers be selected. The "last in first out" principle which can be applied to dinner ladies for example is "too indiscriminate" for the teaching force.

Selection on the basis of competence "may be desirable but would be difficult without a carefully prepared system for appraising the performance of teachers." Teachers whose subjects were the "least necessary" would be another valid criterion, but both could lead to charges of unfair dismissal and compensation being determined by courts and tribunals.

However if redundancy terms were more generous then selection on these two bases might be managed.

The ACC has obtained its statistics from a sub group of the expenditure steering group on education, made up of local government and Whitehall officials who are interested in the cost implications of reducing the teaching force.

College backing for apprenticeships 'must be ended'

Further education colleges must stop supporting the apprenticeship system, Mr George Tolley, chairman of the Further Education Unit, told a conference of teachers and industrialists yesterday. "The system is dying - let it die," he said.

Speaking at the first national education and training conference at Birmingham, Dr Tolley, who is principal of Sheffield Polytechnic, said that the colleges were crucial to the economic survival of the country. But they must jettison the vested interests which led them to teach obsolescent skills, redundant material, and gave them an overriding concern with qualifications rather than performance.

Life skills support

The Schools Council is to concentrate more on the skills young people need for work and adult life and less on the academic curriculum, Mr John Tomlinson, the Council's chairman revealed this week.

The Council's convocation, a talking-shop for a wide range of educational interests, included at its meeting last Tuesday a discussion of the education and training needs of 16 to 19 year olds. Afterwards Mr Tomlinson said the discussion had given support for a switch towards more practical skills in education.

Head threatens expulsion for racism

by Diane Spencer

Pupils in a Coventry Catholic school have been warned they will be expelled if they become involved in racist activities.

The governors of Cardinal Wiseman school decided at a recent meeting to send a letter to parents warning of the consequences if their children acted in a racist manner.

The headmistress, Sister Marguerite, who became head in January, says in the letter: "As a Catholic school we cannot tolerate violence and injustice." Physical, abusive or written attacks would result in expulsion, she warned.

Although the school has not suffered from racial attacks, the city itself has been constantly troubled by violent racial disturbances during the past three months.

However, the education authority says expulsion is not the answer to racism. Mr Alfred Dearnley, deputy

Teacher loses race bias case

A teacher's allegations of racial discrimination against him by his headmaster and a science inspector have been rejected by an industrial tribunal.

The complaint was lodged by Mr N. K. Karir, a science teacher at Wombwell Hall School in Gravesend. Karir who claimed he was forced to accept premature retirement because the only alternative would have been to face continued complaints about his teaching methods.

Mr Karir claimed the complaints stemmed from an earlier case he had

brought before the Race Relations Board criticizing a decision not to allow his daughter to transfer to the secondary school of her choice. The decision had been taken by the Council of Secondary Heads, whose chairman, Mr J. A. Field, later became Mr Karir's headmaster.

However, Lady Phillips French, chairman of the tribunal, said that Mr Karir had not produced a "shred of evidence" to support claims that complaints from parents had been procured by Mr Field.



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Comment

People coming ... and going

The first findings of the 1981 census must make odd reading for the dozens of parents' groups fighting to save their village schools. There in official black and white is the evidence to show that in the last 10 years people have been quitting the cities in droves. Many have been moving to smaller country towns, but nearly 500,000 have settled in what the registrar general calls "remote, largely rural, districts".

So how does this square with the decline of the villages - the fate of village shops, rural bus and train services, and, of course, the closure of schools? It is easy to speculate, but what is quite clear is that there are largely separate factors at work in each case. The improvement of roads in once inaccessible areas like East Anglia must partly explain both the growth of the region (the highest in the country at 12 per cent), and the increasing tendency for country dwellers to drive to shop in the supermarkets of the towns.

In the case of the schools, the over-riding influence is not geography but demography. It was the continuing decline in the birth rate throughout the decade which has signalled the end of many village primaries. This has not, generally, been made good by ex-urban migration.

All the large cities lost population, and for them the combined onslaught of young families moving out and fewer children being born to those who stayed on has posed an even greater threat to their schools.

The LEA has known for a long time that its days as the largest education authority in the country are numbered, and the staggering fall in population in LEA (26 per cent, the highest in the country, in Kensington and Chelsea alone) confirms the trend. But there is worse news for London contained in the census. The money the authority gets from central government to help pay for education comes through the block grant, which is based heavily on the child population. Between censuses this population figure is only a fairly sophisticated estimate, and the further away from the last census it is, the more approximate it becomes. The LEA has already

lost heavily under the new block grant arrangement; now the census confirms that in most inner London boroughs the estimates have been at least 5 per cent too high. In two boroughs the figure is over 10 per cent. In other parts of the country the discrepancies are less marked and probably even each other out across a single education authority area.

The preliminary figures give no details of who is moving into the remote rural areas, but it seems likely that it is people with young families rather than the middle-aged or elderly. If so, as the birth rate starts picking up, it is a fair guess that the later 1980s will see a resurgence in country schools while inner cities continue to dwindle.

Back to square one

So it seems we must wait at least another year for the repeal of the Remuneration of Teachers Act, 1965, and the merging of negotiations on salaries and conditions of service (page 5).

It is not surprising that this should cause some consternation among the local authorities. But last week's rumours in the press that Mr Carlisle had got cold feet at the prospect of upsetting the NUT - aided and abetted by his cautious officials - have apparently caused just as much indignation at Elizabeth House. The reason for the delay, we are told, is simply that there is no room in the legislative timetable.

If this is so, it is right to ask why previous ministerial announcements had given no hint of delay. And it is also right to wonder: if the delaying of a bill until 1983 may not mean its disappearance beneath a welter of last measures designed to "catch votes before the Election". But would the legislation prove the cure-all the local authorities would have us believe? Some of their more naive spokesmen appear to think that all the Secretary of State has to do is to railroad legislation through Parliament, to provide them with an engine for forcing the teachers to accept conditions of service which they would otherwise reject.

In fact, of course, bringing the two sets of negotiations together is only the beginning. Without some workable plan on teachers' responsibilities for school meals, duties, the management side, will be little further forward. At present, their plan seems to rest on an innocent belief that the teachers will suddenly become eager to do what they are not prepared to do now.

The only way to get a change in conditions is in return for money. But, as Mrs Thatcher keeps drumming into our ears, there isn't any money. The alternatives for the teachers therefore become: no change in conditions, no money, or a surrender on conditions for a few pence. Hardly a tempting choice.



Neil Macfarlane uncertain

Son of Great Debate

Did you know that the Government's last regional meeting to promote an exchange of views between school and industry takes place in Manchester today? What do you know about any of the ten meetings in this series, what has been said at them, or achieved as a result of them?

As we are still in the examination season it might be appropriate to ask for replies to be written on one side of the paper only; certainly no more would be needed.

There can be little question that the regional meetings (see page 9) have constituted some of the most feeble flaccos to be presided over by the education ministers of this Government - it probably would not be stretching a point to add, of any Government.

Anybody but the DES officials and junior ministers concerned would have been prepared to predict this from the very outset, when the preliminary publicity tried - and failed - to sort

out in what way the new regional series would differ from the Great Debate (and the series of regional meetings) mounted by the previous Government. If there were few participants prepared to trumpet the seminal effects of the event - which at least had novelty value and a Prime Minister's send-off - it would be hard to find anyone to speak up for son-of-Great-Debate.

On the eve of the first meeting the minister most closely concerned, Neil Macfarlane, was frankly uncertain whether it was supposed to be explaining schools to industry, or vice versa. Various minor demerches have followed along the way, concerning union representation, or whether full reports of proceedings should - or could - ever be made available. But on the whole the meetings have settled into a familiar, tired routine, replete with all the expected observations. The DES has clearly had to scratch around to find anything at all for the minister-of-the-day to say.

School-industry understanding is an important subject. Partly as a result of that first great debate, it is now more firmly on the agenda in most parts of the country and real links are growing up on a local basis, where it matters. It is the people nurturing those links who should be getting support and attention now, rather than representative voices hand-picked to sound off safely on a regional roster.

Without knowing more about the basis on which participants were chosen it would be dangerous to draw any startling conclusions from the drift of the discussion. It should be noted, however, that one contrast between this series of meetings and that initiated by Mrs Shirley Williams was in the tone of the industrialists' comments. There has been much less indiscriminate criticism of what the schools are doing, it is as if speakers were letting off steam last time, and having done so, had less steam to let off this time.

No comment

"Would staff and students kindly note that, due to the severe financial cutbacks, yet again only the centre octave of the piano will be used during the coming session. Pianists using both hands are advised to use the outer extremities of the instrument, since the tuned section might be required for recitals." From the North East London Polytechnic weekly bulletin Notice Board.

Platform

Beware the glib comparisons that may be drawn between class size and performance in maths, warns John Gray

Read the small print

"Children in big classes did better at maths". Furthermore, this year's findings have "confirmed" last year's. Predictably, these have been among the more widely-reported findings of the Assessment of Performance Unit's second report on mathematical development in primary schools. By the end of the APU's first cycle these improbable conclusions will have been "confirmed" in one form or another a minimum of five times.

If this finding is repeated often enough some people may come to believe it; others may choose to do so. This would be unfortunate. There is no reliable evidence that children actually learn better in larger classes; the best available research suggests that class size does make some difference.

Government researchers are, of course, well aware of the limitations of their research methods and the dangers of misinterpretation. They incorporate a form of "standard disclaimer" somewhere in their reports. To quote the APU report: "With all studies which use correlational methods a causal relationship cannot be assumed simply because a strong association is reported between any background variable and performance".

Such "disclaimers" leave the reader with the impression that the tables presented still have some meaning when interpreted with caution. "Caveat emptor". In the case of the APU's very limited study I find this proposition doubtful. To justify drawing direct conclusions about the effects of class size on children's performance one would have to convince oneself that children were randomly allocated to classes of different sizes across the nation. Patently schools aren't organised in this way. Yet if the tables do not allow direct conclusions to be drawn what is "careful" interpretation of them supposed to yield? Something rather stronger than a bland, generalised disclaimer seems essential. Perhaps one should state the equivalent of a "government health warning" over both text and tables?

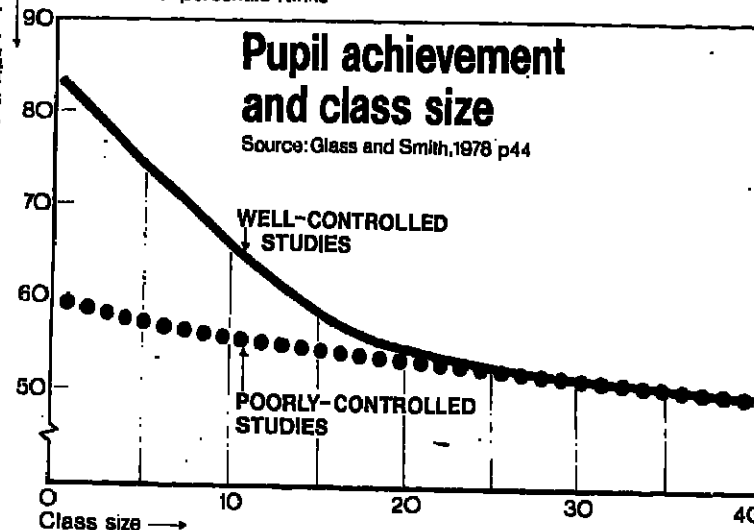
In the APU's defence it could be argued that what they actually reported was that "as in the 1978 survey, an apparently less favourable pupil-teacher ratio was associated with higher scores on the APU maths tests" and that pupil-teacher ratios "cannot be interpreted directly as a measure of size of teaching group". It might also be argued that earlier British studies have produced similar findings.

Such arguments in my view merely raise the question why it is that much research on class-size (or related measures) produces such counter-intuitive results? The answer is that most of it is pretty poor by research standards and would continue to be so even if, by some unlikely quirk, it produced findings that were more plausible.

Most British research on class size has failed to obtain even rudimentary information on how children of different abilities are allocated to classes of different sizes. The most likely answer is that teachers believe that class size matters and act upon this belief, putting more able children into larger classes and less able children into smaller ones. If this happens, then, naturally, the correlation studies that follow will show that larger classes score higher for as long as (and in proportion to) the extent to which teachers carry on setting in this way. It would require a teacher of superhuman effectiveness to overcome the differences in the average attainments of the classes that resulted from such initial decisions.

Attempts to question such plausible interpretations of the evidence presented places a considerable burden on the reader's knowledge and under-

Achievement in percentile ranks



standing of how the educational system operates. At a minimum it would seem helpful to refer to the debate about these issues that has appeared in the DES's own journal.

One of the declared aims of the APU is to "identify significant differences of achievement related to the circumstances in which children learn... and to make the findings available to those concerned with resource allocation". I wonder whether any useful purpose is served by publishing information on the apparent relationships between so-called "background variables" and children's performance whose interpretation is, at best, too problematic to serve as a sound basis for policy-making and, at worst, downright misleading?

A further unfortunate by-product of publishing such findings is that attention is deflected from the conclusions of more soundly-based research. The best available study on class size in Toronto, Teachers and their ten-year-old pupils were randomly allocated to classes of four different sizes: 16, 23, 30 or 37; the following year they were reassigned to different sizes of class. Research designs of this type permit more reliable conclusions to be drawn.

The study is instructive in two respects. First, it suggests that it would be mistaken to look for across-the-board class size effects - some things can be learnt just as well in larger groups as smaller ones. Second, it indicates that, indeed, learning more in maths. There are some potentially important lessons here about the organisation of teaching groups.

Glass and Smith have undertaken the most sophisticated summary of the mass of class size research conducted to date; integrating the findings of no fewer than 77 studies based on nearly 900,000 pupils of all ages and aptitudes. Between class sizes of 40 and 20 they found a modest but steady accretion to the in-junior children learning below class sizes of 20; however, they discovered that children's progress almost literally took off with noticeable increments for every decrease of one pupil per class. The pattern emerged clearly from what they had rated in advance as "well-controlled" studies; "poorly-controlled" studies tended to obscure it (see graph). In a related study of other types of outcomes they found that "a reduction in class size was associated with higher quality schooling and more positive (pupil and teacher) attitudes on all the measures they analysed".

Interestingly, the HMI's National Primary Survey of 1978, using an essentially similar methodology to the APU's, produced findings that were somewhat more in line with the overall picture. They concluded, eventually, that "differences in class sizes of be-

tween about 25 and 35 children made no difference to the children's scores on the NFER objective tests (of reading and maths)".

In general, whether the conclusions derived from such correlational research confirm or contradict more firmly-based findings seems quite a chancy business. Commenting on teaching styles, for example, the HMI's concluded that "in classes where a didactic (i.e. more formal) approach was mainly used, better NFER scores were achieved for reading and maths than in those classes using mainly exploratory approaches". As with class size findings, however, alternative explanations were paid scant attention. The possibility, for example, that teachers of less able children adopt more informal approaches was not mentioned. And again we find that there is a conflict between these conclusions and those of other British researchers, who now largely agree that the formal-informal dichotomy is not an important concept in explaining differences in children's performance.

One might argue that none of this would matter very much if only the press and politicians would pay closer attention to the "standard disclaimers" to which all of these reported relationships were subject. To quote the primary report, "a survey is not a suitable vehicle for deciding which factors may be causes and which the effects"; or the APU: "the relationships between background variables and performance must be interpreted with care". Although these caveats are sometimes some distance from the specific conclusions to which they should be applied, it would seem reasonable to expect informed policymakers to take note of them.

Two weeks ago a document was released which advanced various arguments, both good and bad, for closing small schools. It quoted the HMI's Primary Survey as showing that, on average, children in (mixed-age) classes scored significantly worse than children in single-age classes. This finding, like all those in the HMI's survey which were based on objective tests, was partly explained by the decisions which teachers make about which children might benefit most from such arrangements.

Unfortunately, somewhere between the original report and the discussion document the "standard disclaimer" has been got omitted. A tentative, preliminary relationship has become a firm conclusion, baldly stated and without qualification. And who is it that on this occasion has ignored the disclaimer? The Department of Education and Science (Circular 2.81, *Falling rolls and surplus places*, para. 9).

Dr John Gray is a lecturer in education at the University of Sheffield.

Unions fear their hands may be tied by new law on 'political' strikes

by Richard Garner

Teachers' leaders are worried that new government legislation on industrial relations may severely curtail their right to take action over cuts in education spending.

The executive of the National Union of Teachers is anxious that the review being conducted by Mr Jim Prior, the Employment Secretary, into trade union immunities under the law may lead to their removal from disputes considered to have a political element.

In a letter to Mr Prior, the union says: "This could have repercussions on unions such as the NUT in respect of disputes whose causes lie in Government policy rather than in respect of any dispute with the teachers' employers. The Government's veto on the salaries issue is a case in point as also is its policy on education cuts which directly affect the conditions of service of teachers."

"Industrial action on these issues might come within the Government's category of political strikes."

The union is also worried that the government may include health and education services under the umbrella of "essential services" and consider moves to take away their right to strike in exchange for some agreed pay formula.

Mr Fred Jarvis, the union's general

secretary, said: "Although we are a non-political union, we will use political weapons on a non-party aligned basis to further our aims and we are therefore apprehensive about the nature of the changes Mr Prior may seek to implement."

The executive of the Assistant Masters and Mistresses Association has also warned the Government that new legislation "will be to the detriment of industrial relations".

The National Association of Schoolmasters/Union of Women Teachers has not responded to the Government's consultative paper on the ground that it believes its proposals do not specifically affect teachers although it has reiterated its opposition to the closed shop.

In addition, the Managerial, Professional and Staff Liaison Group, which represents managers and professional employees in education and local government, has urged Mr Prior to consider making more use of arbitration in disputes over public sector pay claims.

Trade unions had been asked to make their comments on the Green Paper consultative document by the end of June and Mr Prior is expected to announce his new proposals soon. They are widely expected to contain new measures to curb closed-shop agreements.

Rapid expansion left 'legacy of mediocrity' says Flowers

by Biddy Passmore

Great expansion in universities had left a "legacy of mediocrity" which would take years of careful management to overcome, Lord Flowers, rector of Imperial College of Science and Technology, said in the House of Lords last week.

But by imposing contraction upon the universities at such a rate, the Government was in danger of introducing instability and a lack of confidence which could be even worse for scholarship than too-rapid expansion.

Speaking during a debate on higher and further education, he said it would be difficult in a contracting regime to replace the peak of 40-year-olds with active young staff, upon whom universities depend for research potential.

His concern was echoed by Lord Annan, vice-chancellor of London University, who said the system of tenure for lecturers in most British universities was "a scandal". Only a few British universities, notably Cambridge, did not give this "grotesque guarantee". Tenure would saddle the Government with a bill for redundancies which in the short term could be "gigantic".

The cuts were deliberately skewed by the Government against the universities, Lord Annan claimed. Withdrawing grant from universities to compensate for the introduction of full cost fees for overseas students militated against any university that

was a centre for research because its unit costs were higher.

Lord Vazley, head of social sciences at Brunel University, said that Britain appeared to be grotesquely underskilled, but not necessarily short of highly qualified engineers and scientists. It lacked a hybrid of people skilled in both technological and non-technical subjects.

The binary system of universities and public sector institutions was a curse, Lord Vazley added. "Why should we not have 80, 90, 100 universities, provided we accept that there are going to be second, third and fourth rate universities?" Not every grocer's shop was a Harrow.

He concluded by questioning the mechanism of the University Grants Committee. "It may have been alright when you had an arm's length principle between the Treasury and a small group of universities taking a very small part of the education budget," he said, "I cannot believe that is right when so large sum of money is being disbursed by the Department of Education and Science, not the Treasury, to so many institutions."

He was dismayed that the present exercise was being conducted in secrecy, he said. Perfectly ordinary decisions about the shape of the higher education system were being taken where those people working in it might well have greater wisdom than the "20-odd chaps" gathered together with their staff at the UGC.

Refugees trapped by Catch 22

Most refugees are still unable to afford the cost of studying in Britain, despite a government ruling to have them treated in the same way as home students, according to a report published this week by the World University Service.

Eight months ago, the Government decided that refugees covered by the UN Convention should not have to meet the normal requirements of three years' residence before qualifying for a mandatory grant.

Yet only three out of the 150 refugees who have approached WUS for advice have so far received mandatory grants, says the report. In most cases, this is because they were already studying at universities in their own countries before they fled. More than a term's advanced study elsewhere would normally disqualify them from a grant.

If, on the other hand, the refugees had not reached university level in their own countries, they would not be academically acceptable for higher education in the UK. And, to reach an acceptable level here, they would need to take non-advanced courses qualifying only for discretionary grants, which are being cut back.

The report urges the Government to change the grant regulations so that previous studies do not disqualify refugees from grants. It also wants a central fund set up to provide bursaries to enable selected students to take non-advanced courses and postgraduate studies at universities in their own countries before they fled. More than a term's advanced study elsewhere

Election pledges take shape as policies

by Sarah Bayliss

Education authorities which changed hands in May are showing the impact of promises made during the election campaigns.

In some 10 new Labour shires pupil-teacher ratios are set to improve in September, plans to abolish grammar schools are underway and, to meet the cost, balances will be raided or supplementary rates raised.

In the nine counties where no party gained overall control some deals have been struck over chairmanships, but getting policies through full council meetings this month could still prove difficult.

Hanging over almost all authorities is the threat from Mr Michael Heseltine that he will hold back grant unless they make further cuts.

In Lancashire, where Labour now holds 53 seats compared with 12 before the elections, education sub-committees have already recommended the reintroduction of school milk for nursery and infant pupils, keeping school meals at 40 pence instead of increasing them to 45 pence and halting cuts worth £150,000 in adult education.

Class will remain free of charge for the unemployed and fees for pensioners and others will not go up as planned by the previous administration.

The schools sub-committee wants charges for swimming to be dropped from September and to throw out a proposal for charging musical instrument tuition fees from September.

Grammar schools in Clitheroe, Rossendale and Lancaster are under review for reorganization given Labour's election pledge to make them comprehensive "as soon as possible."

After the full council has rubber stamped the plans Lancashire's reserves will be drawn on to cover the additional costs; a supplementary rate is not being planned.

Mrs Josephine Farrington, chairman of education, said Mr Heseltine had called for an £18m cut in Lancashire's budget. "We've replied that we were not elected to cut services," she said. By contrast in Cheshire - a hung authority - the Labour party has a majority on the education committee but has no guarantee that its policies will get through full council.

So far Liberal members who hold seven crucial seats have supported Labour on education sub-committees.

Mr George Ratcliffe, Labour chairman of education, hopes that a policy to halt any deterioration in the pupil-teacher ratio will get final approval. His party wants ratios "progressively

restored" to 1978-79 levels.

The education committee has also approved the extension of free school meals and the meal price staying at 50 pence. Seven primary schools have been given a year's stay of execution.

In Bedfordshire, another hung authority, much hinges on the full council this month. There are 39 Conservatives, 34 Labour, 8 Liberals and 2 Independents. Labour did not compete for chairmanships but has found itself in the majority on education by virtue of the 11 co-opted members.

A policy to restore pupil-teacher ratios to 1978-79 levels and 108 teachers jobs has got sub-committee approval.

Nottinghamshire, South Glamorgan and Avon - all Labour gains - have announced supplementary rate rises to pay for new policies. In Avon all rising - five will be admitted to schools in the autumn and five new nursery classes are due to open.

In Derbyshire, the new ruling Labour group has withdrawn a Tory plan to reorganize Chesterfield's schools into 11 to 18 comprehensives. They are understood to favour separate provision for 16 to 19s.

In the same county the National Association of Schoolmasters Union

of Women Teachers has declared a dispute saying that a total ban on corporal punishment ignored consultation.

Derbyshire has also been in the headlines by walking out of the Association of County Councils - a pledge it made before the elections.

Meanwhile in Staffordshire where the new Labour council is pledged not to raise a supplementary rate, members have promised to meet a national delegation of teachers' leaders on July 21 to discuss its threat to make 45 teachers redundant.

Labour councillors on the Inner London Education Authority voted on Tuesday night by 21 votes to 15 to go ahead with their manifesto pledge to cut the price of a school meal from 35p to 25p (writes Biddy Passmore).

They did so knowing that, if the reduction is carried out, they would probably be surcharged to the tune of at least £2.7m - the cost of the change - for acting unreasonably.

But many are said to have voted to press ahead on the understanding that the change will not go through. If Conservatives and Labour moderates vote against the move at Education Committee on July 14, it will be defeated.

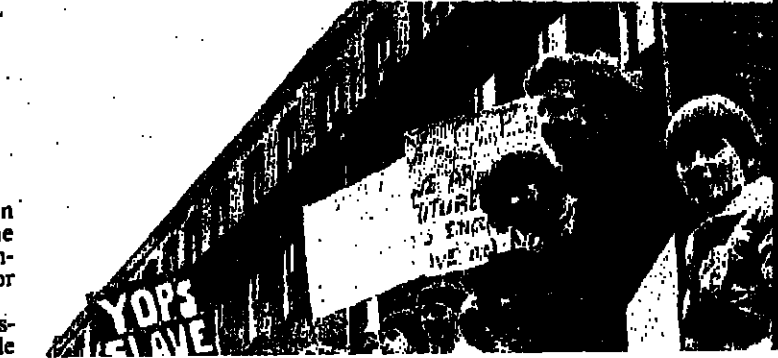
Walk out by YOP youngsters

The first-ever strike by youngsters on the Youth Opportunities Programme is to be followed by a national campaign for better pay and conditions for school leavers on the scheme.

Last Friday afternoon 150 youngsters on a YOP scheme at Derwentside in Co. Durham walked out in protest over their pay of £23.50 a week and the fact they have to pay the first £4 of their fares out of their weekly wages.

The youngsters, who were employed on an inter-church scheme involving electrical and sewing work for churches of various denominations, were joined on Monday by 20 colleagues at a training workshop in Consett. Other schemes in the north-east also reported youngsters on strike and union officials estimate that between 200 and 250 eventually joined the protest.

All involved in the action are members of the National Union of Public Employees, which has been recruiting YOP members over the past few



YOP teenagers in Scotland also protested against pay and conditions last week. About 70 from Fife demonstrated outside the Manpower Services Commission office in Edinburgh and handed in a petition calling for better pay.

months and is demanding a £30 a week allowance plus free travel.

Representatives of the Manpower Services Commission, which administers the scheme, met union officials on Tuesday and agreed to forward the youngsters' complaints to their headquarters.

In exchange, the youngsters voted to go back to work but agreed to press NUPE both regionally and nationally to launch a campaign for increased pay and better conditions.

Mr Ron Keating, assistant general

Non-teaching staff bear the brunt of the cuts

by Philip Venning

Teachers' jobs are still being largely protected from the education cuts, according to latest official figures. But school dinner ladies and other non-teaching staff in schools and colleges have been cut more drastically than any other group of local authority employees.

Figures from the joint Government and local authority manpower watch reveal that in March this year there were 11,512 fewer teachers (measuring part-timers as full time equivalents) than at the same time last year. This was a drop of only 2 per cent. Other education workers, by contrast, were cut by over 6 per cent, a total of 17,803 full time and 19,734 part time jobs.

The rest of local government was having a much easier time. The number employed in housing and social service departments actually went up over the same period, while other services had minor reductions.

The Inner London Education Authority, the only education authority to appear as such in the figures, lost 5 per cent of its staff. But there is no indication of how many, if any, were teachers.

High rise living stressful to young families says report

Local authorities could prevent a lot of social stress - and expenditure on remedial health, education and social services - by a policy of housing families with under-fives only in houses and ground and first floor flats.

Where a lack of suitable housing stock prevents this, they would do well to pay community workers to launch schemes to alleviate the problems of living above the ground - both in tower blocks and low-rise developments that go above four storeys. These schemes should cater for school-age children as well as mothers with under-fives.

These are two key recommendations of a study from the Department of the Environment of *Families in Flats*. Judith Littlewood and Anthea Tinker surveyed the policies of 28 housing authorities.

Most tried to house families with children under 11 on or near the ground. But none gave special priority to families with under-fives - whose mothers are more likely to suffer from

isolation and depression, and whose children are more prone to falls from flats above the first floor.

The DOE team interviewed parents and children who had moved to flats below the fifth floor from higher up. Both felt that they had gained from better play opportunities and social contacts.

They also commissioned the National Children's Bureau to look at the evidence from their National Child Development study on the effects of high-rise living on children's and educational development.

It turned out that high-rise living was not an important factor, compared to other social and environmental factors. But children whose mothers were satisfied with housing were significantly more likely to do well at school, and be less disturbed.

And the most satisfied mothers were those living on the ground and first floors.

Families in Flats HMSO, £4.80.

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On the day boards glimpse tomorrow's secondary curriculum, has the chance for change been lost?

Fears grow on eve of 16-plus exam preview

by Bob Doe

Exam boards will get their first official indication today of what the new 16-plus exams and the secondary curriculum of the future might look like when they receive the first drafts of what the new exams will be testing in English, maths, history, physics and French.

New syllabuses and exam papers are still a long way off, but already there are fears among teachers' groups that not only is the chance being missed for a radical rethink of what should be tested, but that in the merging of O level and CSE some of the advances made in assessment in recent years are being lost.

There is concern too that the Government's insistence that "standards will be preserved" will have a regressive effect and that in the haste to develop the new exams, expediency and cheapness will override what some see as vital curriculum issues.

The new joint council of GCE and CSE boards set up to run the new common 16-plus system received today the first five sets of subject criteria thrashed out by committees drawn from exam boards.

These criteria are the ground rules that every new syllabus and exam will have to comply with. They are an attempt by the Government to ensure that exams of different boards in the same subject are similar in content and standard.

The Department of Education and Science has also laid down the requirement for further and higher education should be reflected in the new criteria and that it should be possible to say what the grades in the new exam indicate a candidate is capable of - the so-called criterion referencing of grades.

Though they are expected to leave room for different boards to devise their own distinctive syllabuses, these criteria are clearly going to have a major influence on the secondary curriculum of every child in England and Wales, starting with those currently in their first year.

The committees drafting these frameworks for the new syllabuses have been told to lay down the fundamental aims and objectives for teaching and assessment in their particular subject for the fourth and fifth year.

They are also expected to provide either a common core of content for every board's syllabus in subjects like mathematics or just specimens of the sort of content that would match the aims and objectives in subjects like history where the specific knowledge taught can vary.

The subject committees have been told to define what candidates must know to get a grade three or a grade six in the new exam (equivalent to grade C at O level and grade four in the CSE).

Already there is some concern that these criteria have been largely drawn up by exam board personnel rather than teachers. The drafts are to be published later this year, along with the criteria worked out for the other main secondary subjects.

But already some teachers' groups are alarmed by what they have heard of the new proposals or worried that the consultation promised is just a cosmetic exercise.

Already the National Association for the Teaching of English is concerned about the future of oral assessments under the new exams and about assessments based completely on course-work.

The English teachers also want literature and language to be assessed jointly, though counting as two subjects, in line with the CSE practice. The proposals put before the joint council this week apparently allow these practices to continue where the exam boards wish, but NATE wants the joint subject and oral made obligatory.

"Unless we place literature centrally in the English syllabus there is a danger in the present climate of it becoming just an option," said Mr Tony Adams, chairman of NATE.

He was particularly concerned about the neglect in the present exams of speaking and listening and the excessive emphasis on essay writing and "stereotyped comprehension". The recent report on the language needs of young employees in Coventry pointed out the importance of oral skills in life, Mr Adams said.

There is strong resistance from most of the GCE boards to compulsory orals as difficult to mark consistently and objectively, though some argue no more so than essays.

They are also expensive to run, with some estimates suggesting a cost of £3 to £14 a candidate for the oral exam alone. One GCE board examiner suggested that though the assessments to be used in the new exam are supposed to reflect the aims of the course, in the end it was the board's financial masters who determined such things.

NATE is also concerned about what it regards as moves to exclude some pupils from the new exams. Over 80 per cent of all fifth formers now take O level or CSE in English and the Government is insisting that the new exams should be designed for the top 60 per cent alone.

"After 'widespread consultations' the final versions of the new criteria will still have two more hurdles to clear. They are due to be sent to the DES for approval next June. The Government will then ask the Schools Council and Her Majesty's Inspectorate for their comments on the proposals.

Then the new criteria will have to meet with Government approval. The Junior Education Minister responsible, Lady Young, refused to be drawn on whether the commitment to "maintain standards" rules out the opportunities to change the exams to fit what some see as the real demands of adult working life. But DES officials make it clear that the priority is to get the new exam off the ground rather than to introduce all the reforms that might be considered desirable.



Young artist Julian Khan proudly displays his contribution to an exhibition of paintings held in the Sheenage Galleries, East Sheen, London. Like Julian all the exhibitors were from the Paddock School for the mentally handicapped in Wandsworth, South London.

In brief

Bolton plan goes ahead

A scheme to abolish the 11-plus and to create comprehensive schools in Bolton has finally been approved, with modifications, by Mr Mark Carlisle, the Education Secretary.

Eight new schools for 11 to 16 year-olds and two sixth form colleges will open in the town in September next year.

Mrs Ann Taylor, Labour MP for Bolton West, this week welcomed the decision but poured scorn on the time the Education Secretary had taken to reach it. The changes could not now take place in September 1981 as the local council had intended.

"Mr Carlisle sat on it for so long we can safely say he sat on it for political reasons," said Mrs Taylor.

Black rights group

A new umbrella organization, The National Convention of Black Teachers, aims to fight discrimination and work towards a genuine multicultural society. The coordinating secretary is Mr Raj Ray, a north London teacher. The organization's address is: PO Box 30, Pinner, Middlesex HA5 5HR.

Open higher degree

The Open University is to offer its first taught higher degree, a BPhil, from February next year for a two-year trial period.

The subject is Advanced Educational and Social Research Methods taught as a two year course. Further details are available from the Higher Degrees Office, The Open University, PO Box 49, Milton Keynes MK7 6AD.

Overseas treatment

Overseas students should be given free treatment under the National Health Service on the same basis as foreign "workers". The Association of Polytechnic Teachers has told Mr Patrick Jenkin, the Social Services Secretary.

Heating headache

Checks are being made on the heating and ventilation system at a primary school in Runcorn, Cheshire, which is said by parents to have caused headaches and deafness among pupils.

Choice left open on central body

Education ministers have abandoned attempts to reach a compromise with the local authorities over plans for a national body to run public sector higher education.

Instead, a draft consultative document has been drawn up which sets out both the DES plan and the alternative proposals of the Council of Local Education Authorities. It comments on their respective advantages and disadvantages but leaves the choice open.

The document, which is very brief, was to go to a Cabinet Committee this week and, if approved, should be published by the end of July. With the time needed for ministers to consult on the proposals, it now looks unlikely that legislation to set up the new body will be introduced next session.

Under the DES plan, which is still broadly the same as the one leaked in February, 98 out of the 400 public sector institutions now running advanced courses would be placed under the control of a central body. The 98, which would include the 29 English polytechnics and 30 voluntary colleges, would be directly funded by the body.

Like the University Grants Committee, the body proposed by the DES would consist of distinguished individuals appointed by the Secretary of State.

Under the CLEA plan, all institutions would stay in their local authority ownership but their courses and funding would be subject to decisions by the central body - which would itself have a local authority majority. Instead of direct funding to institutions from the centre, there would be a modified version of the present pooling system, which operates through local education authorities.

The main points on which DES ministers and officials felt it was impossible to reach a joint solution were composition of the body and the funding mechanism. The CLEA plan would still mean open-ended funding, they think, since local education authorities could still "top up" their allocation out of the rates. And both Mr Mark Carlisle, the Education Secretary, and Dr Rhodes Boyson, junior minister responsible for higher education, are said to doubt the authority of a representative body rather than one consisting of the "great and the good".

Bob Doe reports on ministers on tour

From Rhodes to Carlisle - the same old story

In Manchester today the last of the Government's ten regional meetings will wrap up the series in which education ministers have presided over exchange of views between school and industry.

The Department of Education and Science says it is well pleased with the fruits of these meetings. Officially, they "promote wider understanding of current work in schools; encourage constructive responses by local authorities and schools; stimulate further development of schools-industry links; and provide the DES with useful feedback."

The direct cost of this to the DES has been about £10,000. The real cost in terms of salaries and expenses of those attending is more like £100,000 - enough to provide a week's in-service training for 400 teachers or more.

The earlier meetings, in Birmingham last October and Newcastle in November, were promised full reports of the proceedings for all local schools. None of these reports ever appeared though the DES is still insisting eight months later that they will eventually be produced. One source in the DES, however, told *THE TES* the idea has been quietly dropped.

They are unlikely to be missed. Little of obvious importance emerged from these discussions though some news worthy tidbit was usually contrived for the ministers' otherwise facile opening speeches.

Few of the participants questioned by *THE TES*, other than the DES officials, seemed to find the discussions much help and they were always noticeably thinner on the ground (or asleep) after the slap-up lunches. At Newcastle, even the cloakroom attendant volunteered "They're all saying it's a waste of time," as people left halfway through the afternoon.

The most impressive contributions usually came from the few chief education officers at each meeting. Not so

much those prepared to set the discussion rolling from the floor: like everyone who came with a prepared statement they were determined to make, they fell flat. The best were those who read the meeting in customary professional fashion and made an apposite contribution.

It seemed rather odd that no careers officers were invited to these conferences on school and work, though some managed to worm their way in occasionally.

The industrialists were, as usual, a rather mixed bunch that included a few self-made men, executives from firms where training and recruitment was taken seriously, a bevy of dark-suited men who gave the impression of having been made training officers by their firms as a last resort, and the usual mouthpieces of chambers of commerce and the like.

The meetings lacked even the entertainment value of the earlier career debates where stimulating opening speakers were used to start the discussion off. The latest round, relied on DES officials to give a brief resume of government policies and initiatives.

The complaints of industrialists at those earlier meetings seemed to have a harder cutting edge too, albeit one that was often wielded in ignorance. A sort of consensus has seemed to rule throughout this later round of meetings. Employers have even been heard to praise the work of schools, though this may simply be the result of youth unemployment and the fact that they can now choose from the pick of the school-leavers.

There now seemed to be little disparity between schools and employers on what schools ought to be doing. If there was a thread running through these meetings, it was a concern not so much about educational ends but the means - the teacher-time, equipment and materials to enable schools to do more work - experience, microelectronics and

Expand links with outside, say community school pupils

by David Lister

Preliminary results of a survey of all 1350 pupils in one of the country's leading community schools, show that the children want still more links with the community.

A number of pupils have also expressed a wish for stricter rules on uniform and the dropping of litter.

The pupils at Cranford Community School in the London Borough of Hounslow have also indicated their approval of a more outward-going curriculum to help them cope with life after school.

Mrs Anne Jones, formerly head of Vauxhall Manor School, who became head of Cranford at Easter said that it was important to find out what people wanted and what they thought they wanted. She had instigated surveys from both the pupils and the staff. She stressed that she had not yet read all the replies.

Mrs Jones was one of the main speakers at a conference at the weekend on community education, held at Cranford School. She said that community schools are "the logical extension of comprehensive education; and in the pattern of work, leisure and unemployment coming on us community schools are going to be absolutely central."

Plea for music lesson fees

An appeal is being made to parents in Hereford and Worcester to help pay for their children's music lessons as part of a package of education cuts which will save nearly £2 million over the remainder of the financial year.

Hereford and Worcester is the authority which was taken to the High Court over its charges for music education earlier this year when a ruling was given that it was illegal to charge for tuition.

Education officials, who will be drafting the appeal letter to parents later this month, stressed parents are being asked for a voluntary contribution, but warn that the appeal is being



Mr Carlisle: like a judge

Dr Boyson: abrasive wit

appreciation of the importance of wealth production.

There were also those who wondered, if this were done, whether industry would really take any notice of it or whether it would continue to demand the same old traditional qualifications.

In the later meetings too the point of doing it in the face of rising unemployment gave the official purposes for the meetings a hollow ring.

From the chair, ministers made it clear that the inevitable questions about resources and unemployment were not on the agenda. These questions invariably came from the teachers' unions, probably the reason why originally the DES did not invite them to take part until faced with an embarrassing teacher boycott.

Each of the ministers had his own way of dealing with such questions. Mr Mark Carlisle reacted like a judge dealing felicitously with a misguided witness. Mr Neil Macfarlane flicked his charm into overdrive.

Dr Rhodes Boyson was abrasively witty, in a manner that is very hard to reproduce. Some teachers seem to regard Dr Boyson with the contempt reserved for renegades from their profession. At Peterborough, where he was in the chair, one teachers' leader told him teachers were more account-

able than politicians, to which the unbowled Dr Boyson added: "except that we don't have security of tenure."

The frosty Lady Young freeze-dried such questioners in their steps. At the Exeter meeting last month, "a mere junior school head" from Gloucester complained that the real questions to be answered were about the inadequacy of resources.

Lady Young replied: "That is a major issue which we could spend the entire day debating." She wanted to look "more positively" at why more girls did not study science and why schools were not as closely related to industry as they should be: next question.

Later, another teacher claiming to speak for "the real world" despaired for the children leaving his school this year. Only 5 per cent had got jobs. How could the rest be convinced by arguments about working hard at school or the importance of learning about industry when faced with such a future?

Lady Young's answer was that it was important to instil in the young the value of those skills that would be needed in the twenty-first century. It seemed like a case of "whistle a happy tune and no one will suspect you're afraid."

Break ban sacking is upheld

by Richard Garner

An industrial tribunal has upheld the sacking of a teacher who refused to supervise mid-morning breaks because he claimed it was not in his contract that he should do so.

Mr Brian Tregar, from Brighton, was dismissed by East Sussex County Council for refusing to supervise children at Palmer Secondary School during his mid-morning break and claimed he had been dismissed unfairly.

His action stemmed from the decision by members of the National Association of Schoolmasters/Union of Women Teachers to impose a strict five-hour day in protest at delays in their pay negotiations two years ago.

Teachers who took part in the action in East Sussex had part of their pay docked - and this included deducted pay for the period of the mid-morning break. Subsequently, after negotiations with the union, the county council agreed to pay the teachers back the money deducted for mid-morning supervision.

Mr Tregar then continued to maintain that the supervision of the mid-day break was voluntary - although the NASUWT told him it could not support his stand.

After being warned by the county council, he was dismissed. The union accompanied him to a disciplinary hearing but refused to represent him at the industrial tribunal on the grounds that he had rejected their advice to resume supervision.

An industrial tribunal last week ruled that the county council had not acted unreasonably in dismissing him and backed the county council's view that supervision was part of a teacher's professional duty.

The school outing.
Last summer I went on a day trip to the South Sea coast. It was raining when we left and I thought that didn't think it would be a very nice day. We caught the bus at school at 8 o'clock and everybody was wet though when we set off. My friend.....

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SAYTES

Few surprises among board groups

The four groups of exam boards to run the new 16-plus examination in England have been announced by the Government. The firm target date of 1986 for the first of the new exams is expected to be made in the autumn.

The Northern, Midlands, London and Southern groups of GCE and CSE boards are much as they have long been expected to be. But one local education authority - Kent - is still fighting for a place in the London group rather than the Southern group where it has been placed by the Government.

Kent's unwillingness to join the Southern group with the rest of the South East CSE board has been one of the main reasons for delay in the finalisation of the areas to be covered by the new groups.

At a meeting of exam boards in

April, the Department of Education made it clear that it expected the county to go into the Southern group, notwithstanding its wish to maintain links between the London GCE board and Kent's grammar schools.

In spite of that, Kent formally applied to join the London group in a letter early last month. Last week in letters to all local education authorities and exam boards, the DES issued lists of which boards and authorities were to make up the four new groups.

Cambridgeshire and Lincolnshire have, as expected, been switched from their old CSE boards to the East Midlands board which is part of the larger Midlands group. But Kent remains in the South Eastern CSE board and part of the Southern Group.

Kent's education committee has now decided that even if it means staying in the South Eastern CSE board and Southern Group it still wants some sort of link with the London boards; it is therefore seeking an arrangement whereby the County has a foot in both camps.

The attitude of the London group is not entirely clear. The CSE boards as a whole have endorsed the Government's arrangements for the group. The South Eastern CSE board would

not have been viable if Kent had left it. The two London CSE boards might otherwise have welcomed the increased size of their group. But they are sticking solidly to the CSE boards' collective line. The London University GCE board is very keen to have Kent for the extra customers it could ensure.

The DES is prepared to accept some sort of link between Kent and the London group but is insisting on Kent staying in the Southern group.

The announcement of the new groups also made it clear that the boards should include further and higher education, and employers' in their deliberations on the new exam. Ministers also want to be sure local education authorities are "effectively represented in the administration of the new system in view of their curricular responsibilities and their interests in the financial implications."

In the Autumn the DES is to publish a description of the way the new examination is to be run, after consulting the exam boards and others.

It is thought that this will include for the first time a firm official target date for the first exams. The new courses are expected to be in schools in 1984 and the first exams to be taken in 1986.

Grant for 'out of school' research

The Thomas Coram Foundation has been given £37,000 to find out what primary children do when they are not in school.

Dr Penelope Logan and Mrs. P. Petrie, an anthropologist and a psychologist, who work at the foundation, hope to find out about several aspects of the lives of 7 and 11-year-olds after school and in the holidays.

They will be asking about what services they use, who looks after

them, and how good they are at getting about their localities and using its facilities on their own initiative.

The research will take place in two London districts: one in the inner city and one more suburban. It will be possible to see if there are significant differences between different social classes or different ethnic groups.

The study, which should be finished in about six years, has been funded mainly by the Nuffield Foundation.

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Can schools teach non-violent values? Bob Doe reports from a recent conference

Looking at ways to give peace a chance

Schools must teach peace, not only to avoid nuclear wars, but also to stem the rising tide of violence in society and to counter right-wing groups which exploit it, a conference in south Wales on peace education was told last week.

Nearly 200 teachers, youth workers and peace researchers at Atlantic College, the international sixth form college in South Glamorgan, discussed the teaching of non-violent approaches to conflict. They decided to set up an information and support network for teachers interested in a "peace perspective in education at all levels".

Some wanted to see peace studies as a subject in its own right on the school curriculum as it is at Atlantic College and for the first three years at Pimlico School, London. But most saw it as part of a wider social, political, religious, or moral education.

Though some delegates were concerned that the ideological values implicit in the term "peace education" needed to be spelled out, generally teachers felt adopting such an open personal stance was justified.

Mr Colin Reid, who organized the

Atlantic College peace studies project, said nobody queried the values implicit in such things as health education.

According to Professor Ian Lister of York University, the probability was not that pupils would be indoctrinated but that education was not adept enough at passing on such values. Television was probably more potent in this respect.

Professor Lister, who has worked on a political education project, drew a distinction between "substantive values", the beliefs it was not proper to influence, and procedural values such as tolerance, fairness, and respect for truth and reasoning that teachers could, and should, try to nurture.

He doubted whether the sort of peace education being proposed could ever be got out of elitist ghettos and be made to work in ordinary schools. "Peace education tends to be even more airy-fairy and up in the air than some political education," he said.

The peace movement underpinned the importance of conflict for creating change. "In politics, conflict is of the essence. Some peace education is a sort

of quietism," he said. Some conflicts could not be solved by appeals to reason. People did not relinquish privileges simply by being told they were privileged.

Professor Lister was one of several speakers to point out that, like effective political education, peace education would require schools to be run differently. Credible peace education could hardly take place in schools where the cane was used, for instance.

"A corrosive substance in a corrosive container," was how Mr Horace Lashley, senior education officer at the commission for racial equality, described this dilemma.

Peace education was not just about atomic weapons and international aggression. "Violence takes many forms," he said. Many young people "are subjected daily to a range of violence and aggression which manifests itself by the quality of life society offers them."

He claimed that black youths were increasingly subjected to official, and legitimized violence through poor

housing, bad schooling and excessive policing. The Bristol and Brixton riots were a response to this.

Mr Lushley said the wearing of military uniforms, Nazi worship, and football terrace violence were symptoms of the counter-violence young people were turning to.

Mr Bruce Hugman, a senior probation officer in South Yorkshire, criticized head teachers for turning a blind eye to the way extreme right-wing racist groups such as the National Front and the British Movement were recruiting in schools. This contrasted to their "outrage" at the left-wing National Union of School Students or the Little Red Schoolbook.

Much of the violence in society was not "mindless", as often described, but a result of the way society was organized. "We must build a world in which violence is no longer seen as a solution to problems but as another larger problem," Mr Hugman said.

Children must be taught how violence came about, and how to avoid it without loss of face.

'Appalling' ethnic choice

by David Lister

An "appallingly low level" of concern relating to multi-cultural education offered in teacher training colleges, polytechnics and universities, according to an unpublished survey.

Details of the survey were revealed this week by Mr Mick Farley, assistant secretary with the college teachers' union NATEHE.

He told an audience in Wolverhampton last week that the survey conducted for the Commission for Racial Equality by the Centre for Advanced Studies in Education at Birmingham Polytechnic shows that only 14 out of 64 colleges have courses directly related to multi-cultural education. Of 25 courses offered in these 14 colleges, only four are compulsory.

Another 17 colleges offer a total of 46 different courses which are described as "containing elements related to multi-cultural education" and the majority of these are compulsory.

"But," said Mr Farley, "on the more generous interpretation of the results, fewer than 50 per cent of the colleges provide courses related to multi-cultural education."

"The position in polytechnics is no better. Of 31 polytechnics, only one offered 18 different courses of which mere four are described as compulsory.

"Of 52 universities, there are only four courses on multi-cultural education offered by four different universities. Only one was designated a compulsory.

"The overall view, therefore, has to be that with some notable exceptions, there appear few obvious initiatives being taken in the area of teacher education programmes."

Mr Farley said that instead of promising more consultation after the last term's Rampton Report, the Government should take action which should include a circular to local authorities saying that initial teacher training should have a multi-cultural component as part of its mainstream curriculum, and that local authorities should undertake institution-based, in-service training through the authority.

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Arnold Wesker: joined protesters

Wesker puts on poetic pressure

Playwright Arnold Wesker has come to the aid of his local school with a poetic plea to Haringey Council to save it from being amalgamated with one which is nearby.

Mr Wesker has joined forces with parents and teachers battling to save Stationers Company's School in Hornsey from merging with William Forster School.

So far about 13,000 people have signed a petition urging the retention of the school and there are plans to send the petition to Mr Mark Carlisle, the Education Secretary.

The playwright makes his plea in the form of a poem which tells Mr Carlisle: "If the classes are small that probably means they're down to the right size!"

The parents reject the authority's plan to merge the two schools on the site of William Forster - claiming that Stationers Company's academic record should be protected and that it is geographically more accessible than any of the other schools in the area.

In all, plans are afoot for four mergers involving eight schools in Haringey. Notices of the council's proposals have already been published and - in the case of the Stationers Company's plans - the notice is due to expire by the middle of August.

Campaign to free school mini-buses from tachographs

by Sarah Bayliss

A secondary school teacher is campaigning to get school mini-buses and coaches exempted from a new law which says they must have tachographs fitted.

He says the cost of the equipment - up to £350 - plus the running costs could force school transport off the road.

Mr David Daniel, head of science at Most Mount School in the London borough of Barnet, said this week that the law - the result of Common Market regulations - was still very unclear and that teachers could lay themselves open to prosecution.

"Surely this law was intended to catch rogue operators on the commercial side and not people like us?" he said.

His school has a 35-seater coach which was bought second-hand by the parent-teacher association for £2,200. According to Mr Daniel it is driven by various teachers taking pupils to swimming baths, athletics tracks and on occasional field trips for geography and other subjects.

In March he saw an advertisement

placed in *The TES* by the Department of Transport stating that any passenger vehicle with more than 15 seats, not in operation on regular timetabled services, must have a tachograph fitted by the end of 1981.

Mr Daniel's enquiries show that local garages would charge his school between £250 and £350 for fitting the device.

"To raise that sort of money is going to put a great strain on our resources. We would also much prefer our parents to buy sets of textbooks than a tachograph which we don't think is necessary," he said. Some schools might be forced to sell their vehicles because of the high cost of making them legal, he added.

Mr Daniel has also been sent a DoT pamphlet saying that "vehicles used by public authorities for public services which are not in competition with professional road hauliers" need not have tachographs. "I thought we would get exemption because we are part of the education service," he said.

However, in a letter from the school's local traffic area office he was

told that vehicles used on an irregular basis were considered to be in competition with road hauliers and therefore must have the device. If the school bus was used for regular services on routes less than 50 kilometres long, it might be possible to gain exemption. The term "regular" was not defined.

The letter went on to emphasize that the office was not empowered to grant any exemption and that the law could only be tested in the courts.

Mr Daniel, who is responsible for looking after his school's bus, said this week it was nonsense to imply that it was in competition with a private road haulier. "We simply couldn't afford to make the journeys without our own bus. If school transport is going to stay on the road we must get exemption from this ridiculous law," he said.

A spokesman at the DoT confirmed there was no automatic exemption for school vehicles, although there was for mobile libraries and mobile exhibitions. "It is simply a safety device, particularly on passenger vehicles, to ensure that people aren't driving long hours and at illegal speeds," he said.

'One voice for Europe's teachers'

by Richard Garner

The first concrete steps have been taken towards the establishment of a Europe-wide trade union committee for education which will include representatives of all the principal teachers' organizations in each country.

Plans are already under way for its first assembly - to be held in Brussels in October - and union leaders say the new body will speak on behalf of teachers to the EEC Commission, other institutions of the EEC and also to the Council of Europe.

United Kingdom organizations which will take part in the new assembly will include the National Union of Teachers, the National Association of Teachers in Further and Higher Education, the Educational Institute of Scotland and the Ulster Teachers' Union.

Mr Fred Jarvis, general secretary of the NUT, said: "We have already shown by a joint demonstration in Strasbourg in March against the education cuts that the teachers of Europe can and should speak with one voice in defence of education and the interests of the teaching profession at the European level."

Fairer deal on graduate earnings

by Philip Venning

Teaching offers graduates one of the fairest salary systems, according to a survey by the Department of Employment's unit for manpower studies.

The teacher's social background, type and level of degree, and post-graduate experience made little difference to what 1970 graduates were earning in 1977. In all other careers these factors had a strong influence.

The survey, of 3,783 students who graduated in 1970 and were at work in 1977, shows that teachers on average earned £470 a year less than other graduates. But within teaching the differences were fairly small.

A graduate teacher from the upper social classes earned about £65 more than his colleagues, compared with £270 a year more for scientists and £290 a year for managers. The average was £120 a year extra.

A good degree earned teachers £130 extra, compared with £245 for graduate technicians and an average of £205. A science degree was worth an extra £80 to the teacher, a language degree an extra £125, and a social science degree an extra £275. But engineering was a disadvantage. Graduate engineers who went into teaching earned 175 a year less than an average arts graduate.

A year's work experience also made a difference for teachers (£105); but it was more significant in other occupations. Managers, for example, were £440 a year better off as a result, and the average for all jobs was an extra £275 a year.

In general some factors that might have explained differences in earnings were found to be unimportant. The amount of time the graduate spent in work before 1970, whether he or she had children, the type of school he or she attended, and the type of university or polytechnic awarding the degree all made little difference.

Department of Employment Gazette, May 1981, HMSO.



Glider pilots from an RAF base in Wiltshire are trying to raise money for the handicapped through a project called Nafanglids, a country-wide sponsored glider flight. Above, Fred Samways, an experienced glider pilot who is severely disabled, explains the controls to Lisa Taylor, aged 6, from Wiltshire, Avon, centre for the disabled, with her care assistant Julie Saint.

Socialists talk of sixth form 'death'

by Bert Lodge

A consultative document, *The sixth form is dead - Long live life-long education*, was rejected last week by the annual conference in Leeds of the Socialist Education Association.

But a resolution proposed by Mr Mick Farley, assistant secretary of the National Association of Teachers in Further and Higher Education, calling for a future Labour government to treat everybody in the 16 to 19 age system as a trainee within a tertiary system, was carried.

Members rejected an amendment from the Manchester branch which would have made a break in the educational system at school leaving age.

Proposing the reference back of the document, Mr David Pictou, Greenwich branch, said it was unclear, imprecise and ambiguous. As a document to provoke discussion it was excellent. But as a statement of policy it was unsatisfactory.

Mr Fred Flower, former principal of a London college and author of the document, admitted it had been completed "with a sense of brevity. Its title has provoked reaction. With hindsight the

title may be considered to be unfortunate. But 59 per cent of the age group was still not receiving any kind of education and training, Mr Flower said. "There's no way you can put that 59 per cent into either schools or colleges. It will have to be on an extra-mural basis."

"So, the sixth form is dead. So is FE. We must begin afresh to produce new institutional forms."

Mr Eric Robinson, principal of Bradford college, agreed the document had its imperfections but said important things. Large numbers of the age group had needs which were never going to be met by 11 to 18 schools. A new ministry had moved in and taken over the training of the working class, while many people had hardly noticed.

"Our policy now must mean the end of the sixth form. If you can't face that, then you are on the right as far as education is concerned and you have no business in this association."

Moving his resolution, Mr Farley emphasized that provision for the 16 to 19 age group should be a "unified, universal, comprehensive and continuous system."

"Universal will mean those in work and the unemployed. There will need to be a substantially changed approach to curriculum to be negotiated with the young people concerned. This will mean a substantial measure of staff development."

The resolution also called for a minimum youth wage for all the age group and a mechanism for coordinating all the agencies currently involved in providing for the 16 to 19s. There should be a minimum 12-month programme of vocational preparation and further education. Moreover, a not too distant target date should be set by which the system would be achieved.

Opposing the Manchester amendment, Mr Charles Clarke, a former president of the National Union of Students, said he did not believe it was possible to separate students at the point where compulsory education was ended. Education was a whole process.

"What we decide this afternoon will have substantial influence on Labour party policy. What we are saying is that it isn't only the sixth form which counts. The resolution takes care of that."

shows that the number of general workers increased by 1,676 during 1979, but fell last year by 29.

The report by Mr David Emmis, Master of Dulwich College, is the result of a two-year survey among 100 schools and firms to find out why few public school pupils enter industry.

Mr Emmis estimates that only one boy in five from a public school goes into industry. And he comments: "We believe, as I do (and there are good reasons for this) that we have a higher proportion of potential leaders than in other schools, the figure is worryingly small."

The prospect is that redundancies in school meals will combine with construction in other educational services to create unprecedented job losses in the boards. This does not include a cut of 250 in the number of teachers, who are directly paid by the Department of Education.

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School reopens after 41 years

A private art school which closed down when its premises were taken over by the government to help with the war effort is to reopen after 41 years.

The Trustees of the Blackheath School of Art have remained in existence ever since the school closed down during the Second World War - and leased the building to the Department of Health and Social Security afterwards. Now it is being reunited.

The trustees have established a management committee made up of 11 local representatives which will plan the reopening. They say they have enough money to reopen the school without any subsidy from public funds.

As yet they have not decided on the size of the new school or whether it will be run on the lines of a local authority arts centre with everybody who is interested able to take courses or as a "school of excellence". In the old days it had more than 300 pupils.

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Independents set to fight Labour plans

Independent schools want to raise £12m to fight Labour's plan to abolish fee-paying, it was announced last week - just 24 hours after the plan was finally approved by the party's national executive.

Mr Tim Devlin, director of the Independent Schools Information Service (ISIS), warned parents at Bromsgrove School, Hereford and Worcester, that the schools were now under a very serious threat from Labour, "probably the greatest they ever had to face."

He urged parents to join the Association for Friends and Supporters of Independent Schools, so that a fighting campaign could be launched. The association, which was formed in 1974, has about 20,000 parent members who have paid £5 each. But Mr Devlin said at least another 100,000 subscriptions would be needed to launch a professional campaign to save the schools.

Labour's 10-year plan to end private education, which now seems certain to be included in their next manifesto, would start with 15 per cent VAT on fees and the abolition of the assisted place scheme and take-up of places by local authorities, and end with the outlawing of fee paying in schools which did not serve a "entirely charitable purpose."

Mr John Thorn, chairman of the Headmasters' Conference and headmaster of Winchester College, said last week he would fight Labour's proposals "tooth and nail". But he said that a number of independent schools would be prepared to cooperate with a future Labour government by turning themselves into selective sixth-form colleges.

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Maths	A4	31		10	2	✓	✓	✓	✓	✓	✓
Geog	A4	36		10	2	✓	✓	✓	✓	✓	✓
Bio	A4	33		10	2	✓	✓	✓	✓	✓	✓
Phys	A4	27		10	2	✓	✓	✓	✓	✓	✓
P.T.A.	A4	27		10	2	✓	✓	✓	✓	✓	✓

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School to work

Will Europe push Britain into the new training age? An EEC timetable for vocational preparation may fix other training reforms.

European teenagers' charter unveiled

A school leavers' charter giving all Europe's teenagers a right to education and training is proposed in a report to the European Economic Commission.

It calls for legislation which could force Britain to provide universal vocational preparation within 10 years. The proposal is part of a five-year programme for legislation across the whole field of training recommended in a report prepared for the commission's vocational training committee. If the committee approves, the programme will be put to a meeting of the community's employment ministers at the end of this year.

The programme gives priority to vocational preparation for young people. It envisages a formal directive from the commission ordering member countries to:

- offer all leavers a sound knowledge of the structures of society, national and international economics; some understanding of the kinds of jobs and careers available and a chance to develop life and social skills.
- adopt cohesive policies to provide an opportunity for all teenagers to get a planned programme of education, training and work experience.
- ensure that choices between these opportunities should not be obscured by "disparate and illogical economic wage and grant structures".

The report says that the commission and CEDEFOP - its centre for vocational education - have carried out studies which show clearly the need for improvements throughout the community in the transition from school to work. It recommends that minimum standards throughout the EEC, each country should be left to meet them in its own way and that no attempt should be made at imposing a uniformity of provision.

But the consultants who prepared the report say that while there is no universal agreement about the length of the vocational preparation programme required for those who leave school at the first opportunity, a year is a realistic minimum.

It ought to be based, they say, on a solid foundation of primary and secondary education, but because education is not covered in the Treaty of Rome, this cannot be spelled out in the proposed legislation. Instead, says the report, the vocational training measures will have to contain a remedial educational element.

The skills and abilities which all young people ought to get by the time they leave full-time secondary education are listed as: the ability to read and write at a reasonable level and do sums; some understanding of the need to produce materials and to manufacture and distribute goods at a price people can afford; appreciation of the need to perform some tasks consistently at required standards of quality and speed and the need for punctuality; some understanding of the nature of different kinds of jobs and industries; skills in listening, speaking, group discussion and using the telephone; the ability to produce practical solutions to everyday problems and to be able to learn from experience; from adults and from situations as well as the ability to get on with a range of other people and to recognize the need to share knowledge and skills.

Many academically able young people lack some of these "essential ingredients", says the report.

Brussels spearheads training initiative

Trainers and training have a vital role to play in regenerating Europe's economy and enabling it to adjust to the changes of the 1980s, says the report to the Brussels Commission. Training for trainers is one of the areas for urgent action in the five-year programme proposed.

The report has been prepared by a team of consultants headed by Dr Ron Johnson, former director of training at Britain's Manpower Services Commission and is strongly backed by the EEC's head of vocational training, George Wedell. It recommends a package of policies and legislation to bring training into the forefront of the Common Market's economic and social programmes.

The report argues that the ability of multinationals and of other companies to switch production from country to country makes it essential - as essential much as technological change - for Common Market countries to have well-trained and flexible work forces if they are to attract and keep work. At the same time, training is needed to enable workers as individuals to cope with change, and to help combat unemployment.

The commission needs to bring together its activities under the European social fund, which is used to promote training, and the help it provides for industrial development through the regional development fund, says the report. Local communities should be encouraged to work out for themselves what they need to do to create more jobs and to call on Brussels to provide the necessary help.



Training in the skills of the future - such as the manufacture of integrated circuits flexible workforce is Europe's best investment and means of adjusting to the changes of the eighties, says the report.

This will involve, says the report, a great deal of training for adults as well as for young people and will demand new kinds of skills in trainers. In many cases trainers and teachers will become "managers of the learning environment" rather than lecturers or demonstrators.

The consultants say that although the question of training trainers has often been discussed at Brussels, little concrete action has until now been taken. The structure of the training function differs from country to country, and often there is no clearly identifiable training profession, but nevertheless, the need for competence in managing learning both by instructors and by supervisors is becoming recognized.

The skills required for the eighth decade, says the report, are not of the traditional didactic kind but are concerned with the design of work-based programmes, the provision of learning resources, and with helping people to discover what they want to learn and how to do so.

Technical developments which have opened up new possibilities in distance learning, says the report, cannot be used extensively unless trainers and teachers learn how to use them effectively, and to provide the necessary tutorial and counselling support.

The report suggests that the commission should consider setting up a European Trainers' Club which would bring together training organizations throughout the Common Market to exchange information. The major requirement for the commission, it says, is to identify what trainers are doing present, and how it needs to change. Once this is established, then it can decide what steps should be taken to raise the standard of instruction throughout the community and ensure that everyone involved in training is properly trained.

Community service 'no longer needed' Benefit to go 'at right time'

The two former principal figures in the campaign for national community service for young people are now urging the Government to resist the idea. Mr Michael Hanson, the first chairman of the pressure group which has produced the proposal, and Mr John Ewen, its former secretary, say that it is no longer relevant.

A motion in the House calling on the Government to introduce a scheme was tabled on Monday by a large group of MPs headed by Mr Michael Meacher, the Bennite former Minister. In last week's employment debate, Conservative back-benchers called for the introduction of a compulsory scheme which would cover not only the unemployed, but all young people.

But in a letter to the Employment Secretary, Mr Hanson, a former Manpower Services Commission senior official who was responsible for planning much of the present Youth Opportunities Programme, and Mr Ewen, former director of the National Youth Bureau, explain why they have changed their minds and resigned from the community service lobby.

They advocated the scheme last year when there seemed to be little prospect of the Government providing proper vocational preparation for young people, and when community service seemed to be better than nothing. Since then, the Government had committed itself to vocational preparation beginning with the improvement of YOP. Therefore, they say, the campaign for national community service is a damaging distraction.

Meanwhile, Dr Alec Dickson, chairman of Community Service Volunteers, who is regarded throughout the voluntary agency sector as the father of the campaign, has taken part in a meeting with army and police chiefs to explore what part their services could play in a national scheme.

The meeting was called by the



Mr Michael Hanson - YOP innovator



Mr Michael Meacher's motion tabled.

Derek, who as a general pioneered the Military Aid to the Civilian Community programme under which soldiers carry out environmental and social projects. Sir Derek is now a part-time consultant to PA International, the management consultancy which runs the special programmes unit for the CBI, and says he is an old friend of Dr Dickson.

The invitations to the meeting from the unit's director, Mr James Cooke, suggested that the discussions should explore what part the armed forces might play in alleviating youth unemployment "by providing administrative and supervisory skills" for community projects. "All of us believe that community work of this nature should be voluntary and planned and carried out locally rather than nationally. However, some national direction, encouragement, and support is probably required if progress on any scale is to be made," he wrote.

The National Youth Bureau turned down an invitation to the meeting. But Mr John Collins, chairman of the only other major youth body invited, poured cold water on the proposal and told the meeting that priority should be given to proper vocational preparation for the young.

CBI officials are embarrassed at the use of the organization's name, they say they had no knowledge of the meeting, although invitations were carried in the unit's newspaper which carried the CBI's name.

The unit operates from PA's headquarters in Knightsbridge, and Mr Cooke says that it did not occur to him to consult the CBI or the unit's chairman, Lord Carr, about a meeting which he regarded as a private discussion. "I am not trying to push national community service and I am against compulsion. We were just trying to explore what the services might be able to do if their help was required," he said.

Benefit to go 'at right time'

Supplementary benefits to unemployed young people under 18 will stop as soon as the Government can offer them all places in the Youth Opportunities Programme or a similar scheme. The plan, announced in passing by the Employment Secretary during last week's employment debate, escaped the notice of Opposition members who were concentrating on attacking the Government's overall policies and its failure to stem the rise in youth unemployment.

Mr Prior was reiterating the Government's long term aim of providing either full time education, work or apprenticeship training or other vocational preparation, or a place in a scheme along the lines of the YOP for all youngsters, adding: "When we can move towards that it will be the right time to stop paying supplementary benefit to young people who are present have it because there is no job for them."

Miss Clare Short, director of Youthaid, the youth employment pressure group, has written to Mr Prior saying that there can be no justification for forcing young people into the programme in this way.

She asks Mr Prior whether he fears that compulsion will be necessary because of any Government plan to reduce the value of the YOP allowance further, or because fewer youngsters are getting jobs on leaving the programme.

Labour front benchers are likely to feel inhibited about attacking the proposal because they know that Mr Prior can produce evidence that Mr Albert Booth, his Labour predecessor favoured withdrawing benefit from youngsters who refused to accept places in the programme.

New law to regulate teaching

Peruvian teachers "cannot tell themselves they are professionals, apart from the masses", Victoria Newmark talks to their militant union leader

The Government of Peru is proposing a new law to regulate the teaching profession.

In exchange for granting a series of social and financial benefits, it would bring in a disciplinary system run by political appointees. It would also substitute a "College of Representatives" for the militant teachers' union SUTEP, and ban strikes.

Julio Simoni, organizing secretary of SUTEP, is in the frontline of the campaign against this law.

"We're going to fight - but they have the power. Even now, there are 30 teachers in prison accused of 'terrorism' - actually for distributing literature about trade unions. But the Government is afraid of us. We are the biggest and best organized union."

Peruvian teachers are so militant, he says, because, "they themselves are so over-exploited - they haven't had a salary increase since 1978, since when there has been 200 per cent inflation - that they have to live in the shanty towns and see at first-hand the misery of the poor people. Unlike the British teachers they cannot tell themselves that they are professionals, apart from the masses: they see historical necessity, living next door to them."

Have these strikes been successful? "In 1978 we succeeded. The then military government granted us higher wages, pensions, bonuses for good preparation - and, of course, they paid our wages for the strike. In 1979 we were not so successful. The strike lasted 118 days. The Government dismissed 5,000 teachers and imprisoned them and all the leaders of SUTEP for a year."

"They did not pay our wages during the strike and, you can imagine, they did not pay us for the time we spent in prison, either."

The teaching body is not unanimous in its support of SUTEP. Those 60 per cent of teachers who have only a high school education depend on government patronage to keep their jobs.

"The new law would divide us against each other more deeply, by classing teachers of the (lower, qualified) second and third categories as outside the profession: by making promotion dependent on 'evaluations'; and by only opening 'positions of trust' to those whose politics agreed with the government," Julio Simoni says.

"Most of all, of course, it would confine the voice of the teachers to a small body of 'representatives', and produce a profession, docile, servile, following the Government's interests."

Julio Simoni smiles again. He looks tired but it is a charming smile. "We are not going to agree."

India/A. S. Abraham

Ministers order revision of textbooks

BOMBAY: School textbooks in India are to be reviewed and, if necessary, revised to remove anything in them that militates against national unity.

This was decided by the education ministers of the country's 22 states who met recently in New Delhi.

The review will be overseen by the Federal Government and will follow guidelines drawn up by the National Council of Educational Research and Training, a federal Schools Council-type body. Each state will have to appoint a committee, including educational experts, to look at the books.

Language and history textbooks will be examined first and the whole exercise is scheduled to be completed in

France/Barbara Casassus

Socialists poised for reforms

PARIS: The overwhelming majority won by the Socialists in the French Parliamentary elections has cleared the way for the introduction of the wide ranging education reform pledged by President François Mitterrand.

In the two months since his victory a number of issues have already been tackled and some decisions taken. Stressing consultation as a prelude to change, provisional national education minister, M Alain Savary, who retains the portfolio in the new government formed last week, initiated a crowded schedule of meetings with teachers' unions, parents' associations and other organizations.

Many of the union leaders emerged jubilant from the talks. They secured promises that a number of unpopular measures inherited from the previous Government would be revoked and were convinced they had at last found someone who would listen to them. "We achieved more in one day than in the last 10 years" was a typical comment. But the honeymoon period could be short-lived - some unions are already showing concern that change is not going fast or far enough.

Until now the Government's attention has focused mainly on employment as part of the policy to increase the number of public sector workers and check rising unemployment. About 11,600 education posts are being cre-

ated for the next academic year, most of them for primary and secondary teachers.

School leavers are to be given greater training opportunities and help in obtaining jobs, university assistants will have their contracts renewed for two years (they were hoping for unlimited renewal) and auxiliary school teachers are guaranteed positions for the forthcoming year.

Following up the assurance to dismantle regulations brought in under the Giscard regime, an official directive issued in April this year, which made nursery and primary school heads responsible for supervising pupils during teachers' strikes, has been cancelled.

Also the programmes to introduce computers and audio visual aids into schools has been frozen.

But action on many matters such as the composition of university councils and strict enrolment conditions for foreign students, will remain in abeyance until the most pressing problems are solved, according to M Savary.

In the July parliamentary session, the Government will concentrate on the education sector's finances for the 1981/82 year, as the funds earmarked by their predecessors fall far short of requirements he said.

Meanwhile private education whose



President Mitterrand: pledge to wide-ranging changes

future provoked heated debate in the run up to the legislative election (JES June 19) seems to be reprieved for the moment.

It will take some time for the full impact of the Socialist accession to power to percolate through the education system. Some measures can be expected, others cannot. In a surprise move last week, the state secretariat for vocational training, initially part of the Education Ministry, was transferred into a separate ministry in the new government. It is headed by a Communist, parliamentary deputy M Marcel Rigout.

Spain/James Connell

Study shows plight of elderly

BILBAO: Spain's new democratic society is providing a fertile climate for educational research, with studies now examining all levels of education. However these researchers are showing that modern Spain is giving rise to as many problems as it is solving.

A recent study of the educational needs of the elderly has shown that the country's three million people aged 65 or older face more difficulties than their predecessors who had a traditional place in family and village structures. Today many pensioners are isolated in small flats on the edge of cities, and this isolation is reflected in the fact that 60 per cent of pensioners examined for the study had symptoms of depression.

Most pensioners have a low level of education, and many are illiterate. The higher the age group, the lower the academic level, so that while only one per cent of the 65-75-year-old age group studied were graduates, there were almost no graduates in the 75 and older age group.

However although classes for the aged only started three years ago, the results are encouraging. Elderly students were found to visit their doctors 40 per cent less than their non-student peers. The researchers believed this was because of mental stimulation, decreased isolation, and contact with younger age group.

At the other end of the educational scale researchers examining the effects of television viewing on the under-sevens in Tenerife have found that there is no correlation between television watching and violent behaviour, although 25 per cent of the children interviewed said they had nightmares inspired by television programmes.

The Tenerife children spent about two hours a day watching television during the week, and seven hours at weekends. This is similar to the viewing of children in other European countries, but less than children in the United States of the same age.

Psychologists were worried by the late hour - ten o'clock - when child-oriented television stopped being screened, and the lack of a clearly marked start to adult television. This is particularly important in Spain where evening meals often do not start till ten pm.

The study found that 73 per cent of children said they were punished by having their television viewing stopped.

New Zealand/Lindsay Hayes

Campus chiefs back bid for grants rise

WELLINGTON: University students have gained the backing of the New Zealand Vice-Chancellors' Committee in their bid to increase the weekly tertiary assistance grant.

If the V-Cs' proposals are approved, they could mean that students will receive almost double the present amount. The proposals are due to go before the Minister of Education, Mr Merv Wellington shortly.

New Zealand university students say the present level of tertiary assistance is inadequate, and claim students need at least \$45 a week to live on.

Most criticism has been directed at

the assistance scheme's supplementary hardship provision, which is designed to provide students in need with up to \$N220 (£10) a week to supplement their basic grant.

The critics, including the V-Cs' claim that the complicated application procedure to obtain the hardship grant is not understood by students, and that any hardship funds are difficult to obtain, and arrive too late for those students lucky enough to qualify.

The V-Cs' say the present scheme should be restructured by raising the basic grant, lowering the supplementary grant and introducing a

new residence allowance for all students over the age of 20 living away from home.

The convenor of the special V-C sub-committee which prepared the proposals, Mrs Janet Holmes, said the change would not cost a great deal more as the administrative costs of the present scheme would be deducted from the total amount.

Although the Education Minister, Mrs Janet Holmes, has repeatedly said the tertiary grant was only intended as a grant-in-aid and that in today's economic circumstances it is not possible to contemplate any large increases, he is understood to be receptive to some of the proposals.

Because they have strong economic compulsions not to go to school but to start earning a living instead, a non-formal system devised to enable them to go on earning and yet to attend schools would be realistic.

But the ministers did not indicate how much money, in relation to the formal sector which now gets the lion's share of funds, they were prepared to allocate to non-formal education.

Australia/Bill Purvis

More say for parents is urged

SYDNEY: Parents and students should be given more say in how schools are run, and more freedom to choose schools and subjects, according to reports just released in two Australian states.

If implemented, the reports from the Tasmanian and New South Wales state governments, will revolutionize state secondary school systems which have until now given parents little choice about where or how their children are educated.

In New South Wales, a parliamentary committee of inquiry has recommended that the existing zoning system which forces parents to send their children to the local high school be abolished, allowing them to select the school most suited to their child.

It's hoped this might encourage more competition between schools, and lead to a wider range of courses. The report says there should be a new system of assessment for high school students over a four-year period, and a right of appeal for students against their results.

It suggests that the changes be implemented by a committee of parents and teachers, set up at each school to plan the curriculum.

A white paper from the Tasmanian government also recommends the setting up of parent/teacher committees, but suggests they should have much wider powers. As well as arranging courses, they should hire staff, control the budget, and develop educational philosophy.

The Tasmanian report also recommends a tough system of monitoring the performance of teachers.

It says they should undergo periodic in-service training, and that their performance be reviewed every five years with the threat of dismissal if they aren't up to standard.

Changes are already underway in Tasmania to decentralize the education system and make it easier for the community to run the schools.

The education department there is being extensively restructured, and its functions whittled down to policy development and administrative tasks which can not be done on a local level.

The reports are likely to be welcomed by parents and students alike, and have already been supported by the Tasmanian teachers.

The moves in both states co-incide with rising unemployment among newly trained teachers and falling enrolments at state schools - partly because of demographic changes, and partly through a drift to private schools.

State governments have plans to close over 100 schools, and the Federal Government's economic policies with its alleged bias in favour of private schools.

Parents however have pointed to the inflexibility of the state systems with rigid zoning restrictions and bureaucratic controls as another factor. The NSW and Tasmanian options may help change this impression and stem the flow of pupils from state to private schools.

Soviet Union/Kenneth Shaw

Move to stem office jobs

Many Russian school leavers insist on going for white-collar jobs instead of being willing to get their hands dirty. As a result the country's Education Minister, Mr M. A. Prokofiev, has sternly criticized career guidance officers and has announced that more money is to be allocated for industrial and technical training.

In a report delivered to the 26th congress of the Communist Party of the Soviet Union, the Minister pointed out that only 17 per cent of school leavers actually chose jobs which corresponded to the school profiles worked out for them by career experts.

He also pointed out that conflict was growing between the high aspirations of parents for their children, and what schools felt the children were capable of.

School to work is edited by Mark Jackson

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Letters continued from page 15.

Fit for public consumption?

Sir, - It was with some sense of time warping that I heard that the Schools Council had at last seen fit to publish their own version of the Education for a Multiracial Society project's final report.

Leaving aside the fact that much of the information in it, eg, the resources lists, has merely historical interest, I was extremely disturbed to see that the Council, in a brief foreword, saw fit to explain the exclusion of some of the original report as being due to the fact that it "gave personal views". As readers of *The TES* who read these offending chapters some two years ago will remember, these "personal" views were a sensitive and apposite description of the reality of race relations in many English schools at the time of the writing of the original report. To have left them out reduces the report to a series of tips for teachers which in no way reflects the tenor of the original report nor does credit to the Council's position on the issue of multiracial education.

Recent criticism of the Rampton Committee's interim report would also seem to indicate that the issues of multiracial education can only be discussed within parameters established by the mainly white educational establishment. As this group has failed to meet many of the aspirations and hopes of the minority ethnic groups in our society as regards the schooling of their children, the Schools Council's position on their own report should not invoke much surprise, merely resignation.

However, what makes the Schools Council position so disquieting is that

not only do they alter, delay and distort a report, they do this with no qualms about the effect of this process on the professional reputation of the original research team members. The evaluation chapter, for example, the author of which is named, is a travesty of the original manuscript submitted to the Schools Council.

Halved in length, edited for sense in that sense is edited out, makes a nonsense of what was an original and extremely valuable piece of research. Or does the Schools Council only accept "research" when it coincides with their own prejudices? Perhaps their "personal views" ought to be subjected to scrutiny too.

CRISPIN JONES,
Department of Comparative Education,
University of London Institute of
Education, Bedford Way,
London WC1.

Sir, - In the report of the Rampton Committee on West Indian children in our schools, the writers make certain allegations concerning my research which I should like publicly to refute, lest silence suggests any kind of acceptance of those allegations on my part.

First, it is manifestly incorrect to state, as the report does, that findings published in my *New Society* article, "How West Indian pupils do better at school (especially the girls)" are not sustained in the fuller report entitled *Beyond Underachievement* (published by the Campaign for Racial Equality in March 1980). Readers are invited to check this for themselves.

Secondly, the writers take me to task for certain "educational conclusions" which, it is implied, are invalid because of my handling of the statistical data. While I recognize that there are ways in which that information might better be presented to fit in with established statistical conventions, that does not mean that the findings themselves are erroneous. Indeed, since the basic data from which my conclusions were drawn appears as an appendix to *Beyond Underachievement*, and since not a single public attempt has been made to question the logic of the conclusions I drew from that data during the past fifteen months, there is clearly little argument with my main findings in research and professional circles.

My main conclusions, which I (repeatedly) related to the school-leaving qualifications of twelve age-cohorts of 16-year-olds attending five inner-city secondary schools, were as follows:

1. West Indian girls and boys achieved results that were, for the most part, better than those obtained by English boys and girls.

2. Among English pupils, the boys usually obtained better results than the girls while, by contrast, West Indian girls obtained generally better results than West Indian boys.

I regard that a report on such a sensitive subject should be written by those so obviously incapable of making rational and balanced judgements on the research evidence available.

GEOFFREY DRIVER,
Research Fellow,
Centre for Social Work and Applied
Social Studies,
University of Leicester

CRE report

Sir, - About a fortnight ago Diane Spencer of *The TES* telephoned Malcolm Snell, the principal officer of the Commission's education and services section, and said that she had been informed of the contents of the Commission's draft report on its investigation into the Berkshire L.E.A. and that she was proposing to publish an article on it. Malcolm Snell told her that the report had not yet been submitted to the various persons for comment and that it was still confidential. He pointed out the damage that could be done by publishing details of a report which was not yet final, and asked her not to proceed with publication.

Although it was quite clear to him from what she said that she had not seen the report and was basing her article on rumour and speculation about it, he was precluded from providing her with correct information by Section 52 of the Race Relations Act. This states that, unless certain circumstances apply, the Commission cannot publish information given to it except in the form of a public report. Parliament had good reason for imposing this restriction, since clearly if information is prematurely and improperly disclosed this can be extremely unfair to parties who have not had an opportunity to comment on it.

In spite of this Diane Spencer has seen fit to go ahead with her article, and *The TES* has seen fit to publish it. It contains several inaccuracies and misunderstandings and even some pure quotations, including one in the headline, which appear nowhere in the present text. I can see no service to either the public or good race relations in *The TES* not waiting, like everyone else, for the final report to be published in two or three months time, and I am sorry that you were unable to resist the luring of an article based on a leak. Only appears you will take the opportunity to publish an accurate account.

DR P. B. SANDERS,
Director,
Equal Opportunities Division,
Commission for Racial Equality,
Elm House, 1012 Allington Street,
London SW1.

It must be emphasized that it is a legitimate part of the journalist's job to seek and publish information about reports of public interest in advance of the official publication date, particularly when this has been long delayed. We cannot accept that the report which

appeared was based on rumour and speculation, or that the quotations which appeared were not a correct representation of the draft report. - Editor.

Home thoughts

Sir, - Hilary Willce's important article for the British schools abroad (June 5) was greatly appreciated. Throughout Britain one comes across well-educated people totally unaware of the existence of British schools in most major cities around the world, and this article will have helped inform many readers. Many of the overseas schools have a stature and depth of educational provision which compares with very good UK schools.

The point was well made that British subjects in many walks of life are serving Britain by being abroad and deserve good recognized schools for their children, above all within the EEC. It is not just the diplomat or military man who needs school provision but businessmen, professional consultants, secretaries and others, and few amongst them would choose to send their children to UK boarding schools if a good British school is available where they are living. The staff and most pupils see state schools as their natural choice in Britain (or wherever is their home country) but the overseas schools are forced to be entirely fee-paying. One of any headmaster's saddest moments is to lose on financial grounds alone pupils for whom any alternative local school is obviously inappropriate.

There is a further point of greater importance which Hilary Willce did not make. This is the great service to Britain performed by British schools abroad in educating children of many nationalities. This may seem to be no concern of the British government, but in fact the creation of life-long anglophiles in all parts of the globe, many destined to be leaders of their countries, is of enormous benefit to Britain. At the very least, those educated in international schools are likely to be influential as regards their countries' trade. The French government recognizes and helps French schools abroad knowing that one of the returns is to have future trade partners in France. The Germans do it, and the Americans, Japanese and many others, as Hilary Willce so rightly says.

H. J. DEELMAN,
Headmaster,
St. George's English School,
Rome.

Refugee lecturers

Sir, - Frank Flynn in his article, "Refugees from the classroom" (June 12) makes some interesting and valid comments on the lack of classroom experience of some college and department lecturers. It is however sad that one finishes reading the article with the negative "us and them" feeling between teachers and college lecturers. May we draw his attention to two examples of school and college relationships that show what is being done by "refugee" lecturers?

Lecturers from a large number of colleges and polytechnic education departments have been involved in the Open University IT-INSET project. Through this flexible project lecturers and their initial training students work regularly in classrooms with a class teacher on an area of professional concern that has been decided by the teacher. A student's initial training takes place in the classroom so that theory and practice go hand in hand. At the same time, teachers are offered a form of on-the-job service training through having a group of fellow professionals to share in thinking about the children's learning. The flexible nature of the scheme allows individual projects to take a form best suited to local circumstances. A number of occasional papers illustrating this point have been prepared by lecturers and teachers involved.

Our own institute of higher education has been involved in this project, as well as developing a school-based in-service programme in which lecturers from education and main subject departments work with teachers in local schools in West Sussex and Hampshire on a one or two day week basis for periods of up to an academic year. The experience gained by lecturers through both types of school involvement ensures that their work in college with BEd students, both initial and in-service, is based on recent and continuing contacts with the classroom. It has also led to arrangements with local teachers coming into college to work with initial students. We have also found that in the course of these developments relationships with local advisers has been improved and strengthened, with a greater understanding all round of one another's problems and potential for professional development.

MARK LORTHOUSE,
RAY VERRIER,
Lecturers,
West Sussex Institute of Higher Education.

Talkback

Beyond the gimmick Kay Dunbar

When Ted Hughes read the poem *Eye-shell* on the radio programme *Crossing Lines*, I'm sure that I was not alone in assuming that it was one of his latest poems. In fact it was the work of an 11-year-old boy.

In the programme there were many more remarkable poems written by junior school children. Their teacher is Sandy Brownjohn, and I expected to find out how she achieved these impressive results from her widely praised book on teaching poetry, *Does It Have to Rhyme?*

Instead I found a set of sketchy lesson notes for heavily teacher-directed lessons. Gimmick follows gimmick in an attempt to teach the technique of writing poetry.

There is nothing wrong with that. Many English teachers (myself included) will recognize most of the gimmicks as ones they use themselves, year in and year out: Haiku, communal poems, skipping rhymes, acrostics, riddles, etc.

All these linguistic games are fun, but they are only a tiny part of what poetry teaching is about. They are ideas for the days when the teacher is feeling uninspired. On the best days poetry lessons can do so much more. They can alter fundamentally the way children react to themselves, each other and their world.

Empathy, understanding, insight into the complexities of life, a way of coping with problems, and a heightened enjoyment of the world can result from successful creative writing lessons. This is more important than the writing itself.

The most important things we do for children are the most intangible, and totally impossible to measure. Why should we be annoyed if at the end of a creative writing lesson some pupils have produced no writing?

Writing is essentially a premeditated activity - a point that is often overlooked in the classroom. The time each child needs for premeditation will differ, and it may follow that meditation alone will be the reaction of some children.

English teachers are committed to the notion of language (particularly written language) as the most valuable means of organizing and consolidating experience, communicating ideas and emotions. But we cannot be articulate about all our experiences, and the freedom to respond non-verbally is an essential part of creative writing lessons. Great personal growth may still have occurred, although the exercise book may only contain a few crossed-out words.

I fear Sandy Brownjohn's book will give teachers a production-line attitude to poetry writing. Her pupils do write thoughtful poems, but it cannot be because of the slick techniques she describes in her book. Children do not produce poetry with any insight from merely being given a list of words containing the syllables "cat" and "mouse", and being asked to select one as a title for their poem (Chapter 18).

A lot of thought and talk, observation and reading must precede poems like the ones quoted in this chapter of the book; but Sandy Brownjohn offers no enlightenment. Either her pupils write with such understanding because of their middle-class Hampstead background, or because of something extra that the teacher injects into the lessons, which is not explained in the book.</



The School Concern Project in Salford has successfully matched the capabilities of children with the needs of the handicapped. Mog Ball reports; photographs by Pete Addis

A deeply serious business

With so much talk about community service and whom it would be good for, it is salutary to visit a project which has pursued the educational implications of school-based community service to a degree that makes current pronouncements sound very elementary.

The School Concern Project, in Salford, has existed for little more than two years. Its basis is the proposition that young people, as part of their school work, can invent, design and make devices which individual handicapped people need in order to manage their daily lives.

DBSS funding in 1979 for a pilot project in Salford meant that this idea could be investigated. Education and social services departments co-ordinated with a full-time team managed by an outside agency, Community Service Volunteers. The work was to be developed mainly in 11- to 16- secondary schools, and the "liaison officers", by whom the crucial links between able-bodied and handicapped were to be forged, were young volunteers recruited through CSV.

How do you tell an idea like that to staff in schools? John Collinson, Salford's adviser for CSV and CSV's liaison officer, it came at the right time for craft departments.

There has been a move to more design involvement by pupils in their work. Instead of simply working from a drawing, pupils are being encouraged to solve problems by making aids for disabled

people offers the use of the psycho-motor skills always important in craft-work, brings out the problem-solving skills and adds a third dimension: the special skills required in meeting, discussing and designing the aid for the disabled person.

At Dean Park Special School, Janet Pardoe has 65 handicapped pupils, between the ages of two and a half and eighteen years. She saw quite another advantage in the project: "In the beginning we were after the aids - because we'd been struggling to keep up ourselves, adapting and making things for the children. But after a full day in the class-room and so many demands on your time, it wasn't possible."

Nurturing the link between these two parties with advice and resources was the work of the core team, four professional staff who included a technical adviser from the craft field and an occupational therapist, Richard O'Connell, the team's coordinator. He felt that it was important to involve as many schools and centres for the disabled as possible in order to give the pilot the maximum impact. To include a variety of different approaches to the basic proposition, and also most practically, to give the school children the shortest possible journeys to the disabled people with whom they worked.

Such practicalities are all-important. Irwell Valley High School's main connection is with St.

George's Day Centre, which is conveniently situated just across the road at the bottom of the playing fields. Chris Perry, who teaches metal work, finds the third year an ideal time for School Concern Project, because pupils are not working for public examinations, but have acquired the basic skills they need to make a useful product.

Three third years had just returned from the Centre with a drawing they had produced, the first stage in their attempt to solve a problem for Harry, who is disabled by a stroke. He still has the use of his right arm, however, and likes to write. He usually does this on a pad on his knees, but the paper slips away, gets curled up, and it is extremely difficult for him to write legibly on the bottom part. The three boys know this; not only has Harry demonstrated his difficulty, but they've had a go themselves.

The solution? At this first stage it is clearly going to be a clip-board, to hold the paper at the top. But then there's the bottom, which curls up. And paper of different sizes? The third form team are thinking of an acrylic slide which will clamp the paper firmly and slide up and down over it. They're working on it.

In the same workshop drawings are being made of a rain roof for an angling enthusiast in a wheelchair; a needle-holder so that a person with only one arm can thread a sewing machine; and a

tool for retrieving things from the floor for a man in a wheelchair. These devices must be individually tailored to the height, size and disability of the people who need them.

Once the original drawing is approved by the teacher as feasible, and by the person who needs the aid as suitable, the pupils will build prototypes, test them - maybe scrap them and start again until they get it right.

By such a process, over the past two years, pupils from fourteen schools and colleges have invented and made more than 200 devices. Some are quite simple: a wooden board with nine aluminium "pegs" engraved with noughts and crosses, for a blind person - a beautifully worked object, using two materials; others are ingenious, like the little metal device which enables a man without an arm to play snooker, and the adaptation for the lady with rheumatoid arthritis who cannot hold the telephone receiver.

The core team and volunteers provided materials for class teachers to get going, set up meetings, made arrangements and developed a climate in which schools became keen to take part in the work. Chris Perry, of Irwell Valley, wonders if there would be the time for such work otherwise. But now, with relationships well established, he makes his own arrangements with the Day Centre, and contact includes visits to the classroom by disabled people, who come to talk

about their lives or watch the progress of their aids.

The social contacts which have evolved within the project are particularly striking at St. John's Primary School. Neither design work, nor community service, are as readily associated with younger pupils, but the core team wanted to develop work in primary schools. Ten-year-olds from St. John's have designed jig-saw puzzles, using geometric shapes they learn as part of their maths work, shape-matching games, an activity centre and games which teach the fastening of buttons and zips.

The children have recently sewn massage mats for pupils at Dean Park Special School, using materials with interesting colours and textures. Mike Critchlow, from St. John's School, admits to reservations about the social contact that was an essential part of designing the toys:

"I said, 'Right, we'll make the aids, but the children aren't going there.' But I was persuaded to let them go, and I found I was wrong. They are far more able to cope with seeing these children than I thought they would be."

Now pupils from the two schools visit one another on alternative weeks. Between two, three or four 15-year olds from Dean Park spend a day at St. John's, staying to lunch and joining in the normal school work. Six pupils from St. John's go to Dean Park and spend time in the nursery department and playing games.

Janet Pardoe, Head of the Special School, is enthusiastic about the chance this gives for primary children to understand mental and physical handicap and to act with spontaneity towards the handicapped.

Around the walls of the primary school written work is displayed describing the particular difficulties of the blind - the elderly blind, who often do not know braille, and diabetic blind, the new alphabet for the blind called Moon - and testifies to the detailed knowledge the children have acquired about this specific handicap. They work with a local society for blind people, and have been visited and taught by them.

At present members of the class are making special bingo cards for blind people to use, with raised numbers in braille, and some with large yellow pipe-cleaner numbers which can be felt, and sometimes actually seen, by the partially-sighted. These cards have been devised in the primary schools.

Extension of the work into the primary classroom has been one of the most innovative aspects of the School Concern Project. Another is the interesting "production-line" which students from Pendleton Sixth Form College set up with third year pupils at Cathedral High School.

The product was an aid to enable handicapped people to open the catch on a Yale lock. It was invented by an engineer who suffers from arthritis, and who was introduced to the college by staff from the School Concern Project. Students analysed its manufacture, designed and made simple jigs, and supervised the secondary pupils while they produced the aids.

Alan Drake, who teaches at Pendleton, confesses himself amazed by the way his students managed the process: "They became responsible and took charge immediately." He envisages an expansion of the project in future, as more and more of his sixth formers have had experience of it at school.

The official life of the School Concern pilot project is ended. Richard O'Connell is now busy taking his lessons to other areas in the North West. Many of the teachers involved are optimistic that the momentum created in Salford will mean that the project continues. There are plans to establish another support team, perhaps funded under the MSC's Community Enterprise Programme.

It would be difficult to give a full list of the aids that have been made so far, but that is impossible - the people they were made for are using them. Their design and production is a deeply serious business, and it is this quality that is most evident in the classroom work. And outside the classroom there is the extraordinary sense of ease and friendliness with which young people are meeting and learning from handicapped people in their communities.

The School Concern Project has been established with great care and attention to detail. It is the delicacy of touch, the intricate matching of need with capability, of pupil with problem, which has made the project work, and which must be integral to any development of serious, effective community service - whoever may be doing it.

Further information and a teaching pack about the School Concern Project is available from: Ann Griffith, CSV, 237 Pentonville Road, London N1 9JL.



Above and top left: one of the regular visits to a special school. Centre left: third year pupils design a rain roof for a disabled angling enthusiast.

Conventional wisdom has it that girls and maths don't mix. "I haven't got a head for figures" is a cry often heard from women and girls confronted with numbers. But do girls fail at maths? At all ages?

Girls' failure at maths is said to be apparent from the education statistics. Girls take the less prestigious exams such as CSE rather than GCE O level, and are under-represented at A level and every subsequent level. But up to 16 there are more similarities than differences in the performance levels of boys and girls.

In fact, it is as much a myth that all boys do well at maths as it is that girls fail overwhelmingly. New statistics reveal that more girls than boys pass at CSE, and although they are under-represented at O level the proportion of girls to boys is growing steadily. Certainly in the primary school girls do as well as, if not better than, boys. We have been doing some pilot work in this area which has enabled us to highlight some of the positive aspects of girls' performance in the primary schools.

As many mathematics educators say, one of the major purposes in teaching mathematics in the primary school is that it is seen to be more or less synonymous with cognitive development and thinking. So performance at mathematics is often taken as an indicator of a particular stage of development. Piaget's famous work added more support to this notion. His mathematical model of thinking helped to persuade many educators that when they were observing "mathematical development" they were also monitoring thinking.

But mathematics in the classroom is a highly social activity, which depends on the provision of activities which have specific social meanings for the children and teacher. Neither is attainment monitored in a social vacuum. Behaviour does not speak for itself but has to be interpreted, and so teachers and pupils alike assist in producing classifications of the performance of particular children.

It is important to see how the successful performance of girls in the primary school is understood. While many people will admit that girls do perform well, they interpret that attainment as inferior.

How do they do this? Girls' performance is attributed to low-level skills rather than the proper conceptual development, which is taken to be the bedrock of the primary curriculum. The distinction which is often made is one which distinguishes between rote-learning and conceptualization, "knowing how" and "knowing that".

Inferior attainment?

Valerie Walkerdine and Rosie Walden
look at how girls become good and bad at mathematics

"procedural" and "propositional" knowledge. The terms all basically amount to the same distinction.

If mathematics learning is taken to be based on conceptualization, it follows that any learning not based on this can be dismissed as not "real" learning, and devalued. Girls are said to be good at "following the rules", they don't make "real conceptual leaps"; they are good at computation, again passed off as low level. Many times during the course of our research, we told people that girls' performance relative to boys in the primary school is good. If we did not meet downright disbelief, we often met what we came to call the "just or only" attitude.

That is, that it was argued that girls are *just* or *only* good at something or other; the adding of these adjectives made their attainments "not the real thing". This attitude to women's work is not new, and especially not to the sciences.

Women, of course, make good research assistants because of their painstaking attention to detail, but again do not have what is necessary to make real advances. In our observation of mathematics learning in infants schools, it did not seem to be the case that children developed mathematical concepts in the way the mathematics educators would like to believe. The practical and social context of the classroom is far more important than many people would credit.

Mathematics teaching and learning often takes the form of activities designed to foster particular experiences, and are based around tasks familiar

to the children. Shopping is one social practice which is often used. We watched some seven year olds doing a shopping game. They "bought" items on cards and had to subtract the amount spent from an imaginary 10p.

Questions of who goes shopping, whether the game is a realistic facsimile of actual shopping, and what purchases are suitable for girls and boys came up throughout the task. The point of the task - subtraction - got lost beneath the "social significance" of what they were doing.

On several occasions the only boy in the group got a doll on the card that he had picked up. He was acutely embarrassed; and the girls and the teacher ridiculed his purchase. The girls laughed at him, and the teacher "saved the day" by saying "Buy it for me, I should love a doll".

If, as some maths educators say, children learn maths by picking up and interpreting the cues from teachers, might they not also be picking up other subtle cues about behaviour as well?

The early maths curriculum depends on the presentation of quasi-domestic tasks as an aid to helping children understand the principles underlying the tasks they carry out. Girls are expected to be sympathetic and to be able to relate to it more easily than boys. It was noticeable in our preliminary work that girls who performed well in the primary school were 'treated' by their classmates as substitute teachers; willing and able to give help and advice. They talked like teachers.

This is Lucy addressing one of her classmates:

"Put your book away, come on. That's good work for today . . . slow to do everything. You take a minute to do it." Lucy was good at maths, the girl she was helping was not. Unlike her friend, Lucy was able to command the teacher's attention at will. She was always taken seriously and considered to be an outstanding pupil.

This area of classroom research with young girls has been largely neglected. Researchers have overlooked what goes on in the classroom because they have been hampered by the idea that they are measuring an abstracted notion of individual progress, rather than looking at the problem in terms of concrete achievement in a particular place and time.

Some people feel that girls only do well in the primary school because their teachers emphasize "easy" maths - computation, for example - which is not so useful as maths becomes more complex in the secondary school. But we need to ask why boys, educated in the same environment presumably, are able to overcome this so-called "handicap". Not all boys are "non-conformist" and willing to "break set", to reach conceptual heights unattainable by girls. Nor are all girls conformist.

We need to ask questions about the nature of maths, both at primary and secondary level? What is it that changes? The teachers? The sort of mathematics? The pupils, boys and girls? And if, as seems likely, it is a combination of all these factors, then what can be done to maximise the potential shown by girls in the primary school?

Not all girls fail at maths all of the time. What does happen is that they take less prestigious exams - but then so do a great many boys. We are not suggesting that there is not a problem, but that the work done so far has tended to pose the problems in the wrong terms. It has seen the issue of either one of uniform failure or of an social pattern of development. These explanations do not fit the data.

We need to start looking at mathematics as a social and historical product. If we look at specific practices in the teaching of maths, we can see how girls become good and bad. This work is only just beginning.

Valerie Walkerdine and Rosie Walden are doing research on the subject at the University of London Institute of Education. A more detailed account of the research is available from the authors, price £1.50 (including postage), from 58 Gordon Square, London WC1. tel 01-636 1500 Ext 665763.

A class apart?

Joan Hawes suggests that
boys and girls should have separate
science lessons

This must be particularly so where, however mistakenly, they might feel that fortune, the world or the odds are in favour of the boys in the world of work, where in the physical sciences, engineering and allied forms of employment, men have seemed to have preference or women have received, for all kinds of spurious social and economic reasons, scant consideration.

In my travels round schools observing student teachers, and from my own experience, I have found that any loss of confidence among girls manifests itself - certainly in physics lessons - in the third year. In the first two years of or less interested, motivated or able than boys. In the third year the change is quite marked.

It is as though the onset of puberty - in which they are now made so startlingly aware physically and emotionally of a self that they must identify and come to terms with - tells them apart from the "alien" boys, whose presence in mixed presents

an enigma.

It is at this stage that a "mixed" science lesson is

a misnomer, because the occasions on which the girls sit with boys, even at the same bench, are rare indeed. They keep themselves to themselves, work quietly, or glaze and whisper, together, and are not renowned for their voluntary contributions of information.

In the event of vociferous or enthusiastic responses from boys in the class they usually retire into obscurity.

One of my most lasting impressions, when I was teaching at a large mixed comprehensive, relates to such a third year class. The girls reacted much in the way outlined above. On one occasion, however, the boys were withdrawn for a sports prize-giving assembly, which lasted the entire period. The girls became more responsive, not to say assertive. They were certainly more at ease in the all-female set, and became recognisably as "normal" people. (It does not mean to imply that girls are necessarily best taught by women.)

I recognize that my male colleagues have their distinctive contribution to make in teaching physical sciences to girls and women, and when

such teaching is empathetic and fluent, it is superb. I recognize, too, that, because of the desperate shortage of women, without whom many all-girl schools would not have physical science on the curriculum.

The successes of girls in such schools are no less marked than where the staff is all female. Overwhelmingly, then, it points to the single-sex teaching group as the most likely climate in which to nourish sensible attitudes and foster genuine aspirations in girls towards the physical sciences in the crucial adolescent years.

Although it might be argued that economics and the shortage of science teachers are powerful counterweights, I believe that as far as possible in mixed schools it should be a matter of policy that the third, fourth and fifth year girls are separated from the boys to be taught their physics and chemistry.

In the first two years, and certainly at sixth form level, the mixed teaching groups should remain. With this procedure, which I know is followed in some schools, teacher attitudes need to be tuned to the understanding that girls are no less able than boys at these subjects, and that perhaps teaching styles need to be adjusted. On the whole girls do not like tinkering with bits and pieces, and they do prefer to learn in guided, well-structured settings. But, above all, they need encouragement and a sense of purpose. There is the problem of teacher shortage. Falling rolls may counteract this in some science departments, and while the problem of girls rejecting the physical sciences remains, the shortage will always be with us. In this, as for all areas of employment, it is a matter of common sense to attempt to redress an imbalance in our schools which is causing such a futile waste of womanpower.

Joan Hawes is senior lecturer in physics, Ayrer Hill College of Education, ILCA.

Rocky horror book

Bernice Martin on a study of urban adolescents

Too Much Too Young? By Susie Fisher and Susan Holder.
Pan £1.25. 330 26480 X.

This book is about urban adolescents in contemporary Britain. The authors are two graduate research workers in their early thirties, one a psychologist (Oxford and Harvard) and one an ex-teacher, who now run a market research organization called Youth Profile. The original version of the research report, of which this little book is a spin-off, was offered for sale at the astonishing price of £1,250. I assumed from the press accounts at the time of the original publication that the cost must be a measure of the report's commercial value, that it must contain some new key to the youth market which was worth good money. Certainly it was well out of the range of impoverished university libraries and mere academic researchers let alone teachers and parents. We shall never know whether it was worth its price and must content ourselves with this new, down-market version.

The tone of the book aims at the breezily demotic: its we're-on-the-side-of-the-kids approach is often dangerously close to the kind of parody "the kids" themselves would relish on, say, *Not the Nine O'Clock News*. The authors explain their project with an arch mixture of commercial not-quite-frankness and crusading self-justification.

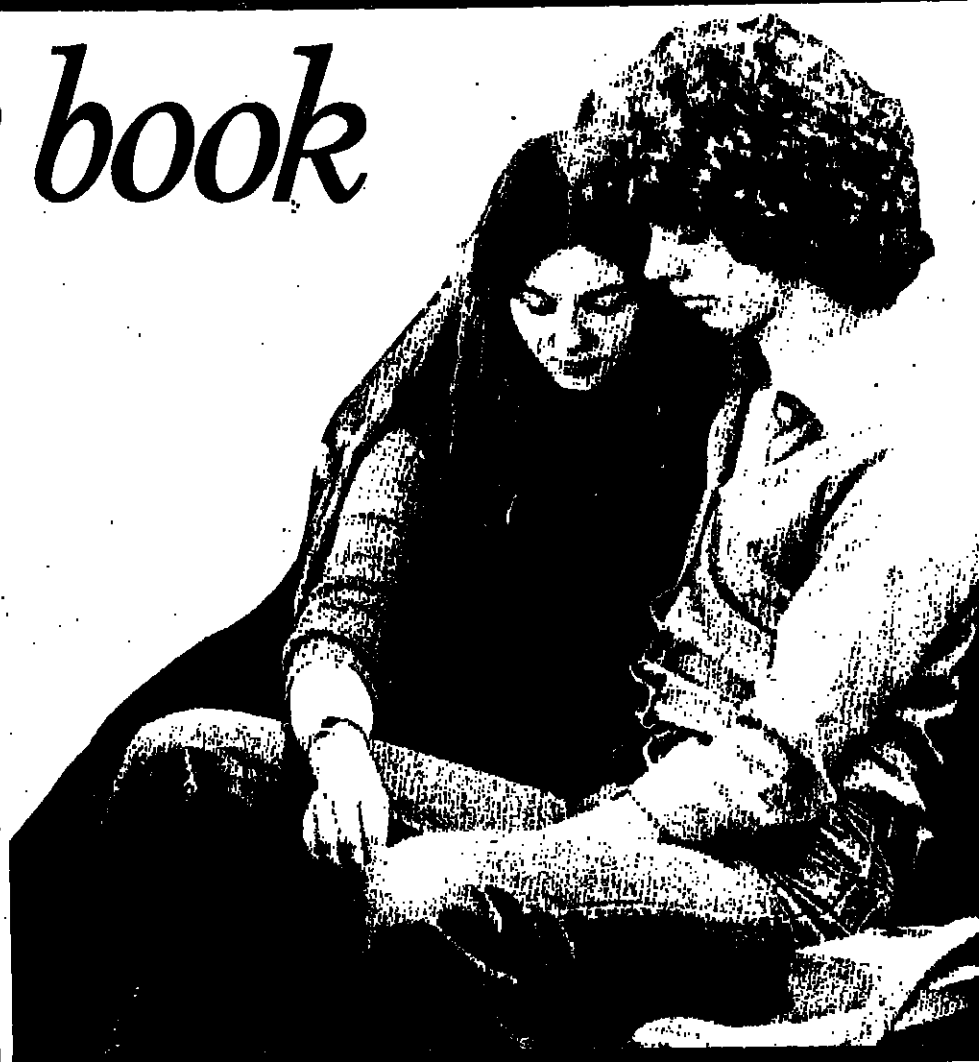
Our research company specializes in work with kids so we were keen to do a basic study to see how they view their own lives. We wanted to understand their priorities and we did not want to avoid issues such as money, shops, advertising and television, which tend to get left out of other surveys. The media love to sensationalize youth, the papers are full of horror stories about sex and literacy, vandalism and violence. We wanted to put those images behind us and go and talk to the teenagers who shared a cultural style and basic values (the urban comprehensive life-style) which was cognate with working class culture. "The kids" recognized only the "mainstream" (themselves) and, on the one hand "the snobs" (hard workers, non-participants in young culture and/or public school and rich) and the real "thickies" ("outsiders" who go for real violence instead of controlled ritual aggression, often skinheads, exclusively male). "Snobs" and "thickies" are both absent from the sample. My strong suspicion is that the

was aimed at: "the kids" wouldn't buy it though they might browse through it if it happened to be lying around, and if it was meant for parents, teachers or youth workers then there something funny about the style of presentation. My son (16, CSEs) pronounced it as reminiscent of a hated drama teacher "a middle-aged Punk (ie about 27) who tries to pretend she's one of us, can't keep order and teaches us nothing." My daughter (18, A levels) thought she recognized the phenomenon: "they went slumming and got infatuated by the fifth form-leavers. The whole thing is written like a love affair. It's embarrassing." Their friends looked at it and made different suggestions: "Basically they're trying to pretend it's a magazine or a television commentary rather than a real book."

If you can stomach the style, the content is undoubtedly interesting. The problem is to know how much faith to place in the methodology which the authors describe in so cavalier a way that it is hard to assess. It seems to have involved two main elements long group interviews divided by sex and religion, and a questionnaire administered to 520 young people between 12 and 16 chosen on a class quota basis. Much of the book is made up of quotations from particular interviewees, nine in all, whom we are assured "speak for the rest". My real problem with the book lies here. Having myself conducted research on young people which employed both group and individual interviews I am very sceptical about the group interview as a major research instrument. The pressure not to stand out from the group is felt so intensely by teenagers that a partially false composite picture emerges which is often seriously contradicted by the individual interviews.

One of the most striking "findings" of Mrs Fisher and Holder founders on this methodological rock. They tell us that despite the objective indices of class, (father's occupation) all the teenagers shared a cultural style and basic values (the urban comprehensive life-style) which was cognate with working class culture. "The kids" recognized only the "mainstream" (themselves) and, on the one hand "the snobs" (hard workers, non-participants in young culture and/or public school and rich) and the real "thickies" ("outsiders" who go for real violence instead of controlled ritual aggression, often skinheads, exclusively male). "Snobs" and "thickies" are both absent from the sample. My strong suspicion is that the

I tested the product on my own two adolescent children. They both agreed that the picture of teenage life which it presented was pretty accurate but they couldn't see whom the book



apparent cultural homogeneity, even classlessness, of these teenagers is less a hard reality than a construct of the reliance on group interviews and the exclusion of the extremes. My own teenagers and their friends kindly gave me a seminar over the kitchen table on the minute gradations of status, style, values etc which every insider habitually read off within youth culture.

Given these uncertainties about methodology one must note that the picture we are offered is probably over-generalized. Nevertheless it is high plausible. We are told, for instance, that teenagers mostly love school (it is their social centre, club and bazaar) and admire strict and consistent teachers who discipline them but treat them fairly. (See Rutter).

Similarly they love and depend on Mum and expect her, too, to lay down strict rules and limits, otherwise the world is too chaotic and dangerous, but nevertheless see the youth game as a concerted attempt to get away with breathing the rules and exceeding the limits. If caught they believe they should suffer strict consequences. Most of them have done a bit of shoplifting but,

again, approve of punitive penal policies. They admire the monarchy but hate politicians and the rich. They are mildly anti-racist but have acquaintances who belong to racist extreme subcultures "for a laugh".

They are the McLuhan generation minutely attuned to audio-visual communication but bored by the Book. They approve of contraception and abortion but hate and fear divorce. They are avid to sample every possible experience but realistically expect to end up much like Mum and Dad. They approve of female emancipation (and find Mum a bit boring) but spend most of their energy, ingenuity and money on acquiring the indekile insignia of gender. The best part of the book is its vivid illustrations in the young people's own words of this latter process, its urgency, its initiations and ordeals, its desperate self-consciousness and all that experimentation with sex when one is still half-terrified of and embarrassed by one's own body.

For a non-theoretical, impressionist account of the contemporary young one could certainly do much worse.

Fruit of Porphyry's Tree

Kevin Crossley-Holland on learning in the middle ages

The World of Medieval Learning. By Anders Pilitz.
Translated by David Jones.
Basil Blackwell £15.00. 631-12712 7.

The rediscovery of classical learning, and especially the works of Aristotle, in the twelfth and thirteenth centuries was clearly one of the decisive turning points in the history of western thought. The torch of scholarship, kept alive since the collapse of the Roman Empire in the minds of a few luminaries working within monastic orders, passed through cathedral schools (whose heyday was the eleventh century) to the new secular institutions known as universities - Paris, Salerno, Bologna, Oxford. The old monastic tradition, in which the authorities were unquestioningly revered, and faith was a necessary prerequisite to an understanding of reality, was challenged by a new belief, spearheaded by Pierre Abélard, in the power of reason. Having found in Aristotle "an awe-inspiring and coherent synthesis that had been created without any influence from Christian beliefs", the leading medieval thinkers and teachers displayed a new academic objectivity in their approach to Christ-

ian belief, and, predictably, ran foul of the Church for doing so. Has the Church ever linked its authority to be questioned? Witness the short shrift given to Kūny and Edward Schillebeeckx in the last couple of years.

Despite the importance of the Golden Age of Scholasticism, I suspect that those of us who did receive further education in history, philosophy of theology (and maybe some of us who did) remain rather hazy about it. Who were the leading schoolmen? What were the questions that Aristotle posed accepted patterns of thought? How could one usefully summarize the works of Thomas Aquinas? And what about quick definitions of a handful of the concepts, principles and terms deriving from (or revived during) this period - Porphyry's universals (*universalia*), Duns Scotus' thiness (*haecceitas*) and Occam's Razor, *sub luna, baccalaureus* and *studium generale*?

Those unable to answer these questions in a flash, and those whose hearts leap at the dear and familiar, have equal reason to rejoice at *The World of Medieval Learning*. In addressing himself to "anyone who takes pleasure in confronting his own intellectual habits, his ways of thinking and his attitudes, with those of

cultures which are remote from his own in time or in space". Anders Pilitz has broken new ground for there is not, so far as I know, any comparable book for non-specialists devoted to an explication of the educational ideals of the leading medieval schoolmen and the institutions within which they worked. He does not pretend that it is not a complex world, and I will not pretend his book is easy going if only because it is so packed out with a plethora of unfamiliar ideas and terminology. But Anders Pilitz wears his learning with ease, and is humane in his use of colour detail; and by the simple device of breaking the book into very short sections, he gives his material elbow-room and his readers time to breathe.

The printing in the margin of the key terms in the medieval stock of knowledge is an equally felicitous idea, and serves to bring home how many of these Latinate expressions have remained part of our everyday speech, while the extensive use of medieval woodcuts, with their long captions, is an integral part of the presentation. The picture, for instance, of Porphyry's Tree showing how everything in the universe was classified in hierarchies of genus, species, sub-species and so on, says more about the referential system of the

medieval scholar than a thousand words could do.

The book's hero is Thomas Aquinas. Anders Pilitz warns to him as the man who, with his enormous knowledge of texts and speculative power, his precision and serenity and mastery of language, somehow rose above the pedantic rigidity and sterility of so much medieval philosophy. In his two great *Summae*, he did combine *ratio* and *fides*, the new philosophy and the true Christian faith. His achievement is no less fascinating and more understandable when one grasps how, between 1100, when learning was no longer confined within monastery walls, and 1350, when the Plague and the Hundred Years' War had destroyed the climate for intellectual development, all Europe was seized by an education-fever - a fever promoted by many great Doctors, Pierre Abélard, Roger Bacon, William Occam, Bernard of Clairvaux, Albertus Magnus. Aquinas was simply the top of the pyramid. It is a fever and a pyramid that must necessarily be of interest to all educationists and, as Anders Pilitz concludes, "has bequeathed to us an obligation to respect the laws of thought and to guard against the suggestive power of language."

I am what I am

Lynne Truss on Jonathan Swift

No Country for Old Men.
BBC2.

The last time Jonathan Swift appeared before the general public was in a West End entertainment snappily entitled *Yahoo*. This, though it boasted Alec Guinness in the starring role (as Swift, not the Yahoo) was essentially a lightweight revue with the supporting cast, assuming a variety of costumes, marching on and off the stage dropping quotations from or about Swift as they passed. This was presented as "a feast of information, but all in short indigestible lumps, making the evening as irritating as a 'Song by Song by...' all the old favourites were rolled out, but every time you started to join in the tune, would change. The much less snappy title of Tristram Powell's television film about Swift is a quotation describing Ireland from Yeats's poem "Sailing to Byzantium" and is indicative of its far more considered and compassionate approach. Although obliged to use much the same structure as *Yahoo*, darting about the life and work from the perspective of Swift's terrible old age, it achieved a great deal more insight, and was, in its own right, a fine and stimulating film. Unlike *Yahoo* it was more than the sum of its parts.

This was partly because, bound together by a narrative from Swift's friend Tom Sheridan (played by

Cyril Cusack), it had its own momentum which took in its stride the necessity of conveying a large amount of information while trying also to understand Swift's decline into insanity by creating scenes from his imagination and presenting his perception of the world. Hence the powerful images (many borrowed from Hogarth) of filth and ugliness, poverty and tattered, cruelly and madness. These images were so strong, in fact, that Swift's words were at times overpowered by them: when he recited the terrible "Modest Proposal" (which recommends the eating of superfluous children) the spoken text was crowded out by amplified noises of crunching, slobbering and belching and close-ups of greasy mouths tearing flesh from bones. The treatment of "reality" with Trevor Howard's sensitive portrayal of the increasingly senile Denn, was, on the other hand, much more cautious, much less memorable.

In attempting to illustrate Swift's words the film did occasionally run up against the most serious danger for any interpretation of him: of displaying his irony, of erring on the side of literal-mindedness. It was a mistake, for example, to show the flogging of a woman to accompany his "Last week I saw a woman flogged and you will hardly believe how much it altered her person for the worse", because it suggested that his

only purpose in writing it was to draw attention to cruelty or suffering. Similarly, the danger of so closely linking Swift's "vision" with his "real life" is the implication that his writings might only be the expression of his personal problems, his fears and inadequacies, which would detract both from the genius of his imagination and the sincerity of his moral passion. In dealing with his attitude towards women, for exam-

ple, the film took as a symbol of his combined fascination and revulsion the image of a voluptuous female Yahoo wallowing sensuously in mud. While I would accept that the Yahoo usefully illustrates an aspect of Swift's psychological problems, it is unthinkable that his psychological problems alone could be thought to adequately account for his creation of the Yahoo.

This is, however, to take the film's



No crock of gold

Paul Driver in Orkney

Peter Maxwell Davies's latest children's piece, *The Rainbow*, is a fully-fledged little opera lasting some 40 minutes. Scored for six voices, chorus and an ensemble of six percussionists, three recorder players, solo violinist and pianist, it is set, like its predecessors, *The Two Fiddlers* and *Cinderella*, in Orkney and makes great play with local allusion. Unlike them it has been conceived for very young children - those of the Stromness Primary School, who have music tuition on only two days a week and are much fewer in number than the children of Papdale Primary School in Kirkwall Shopping Songs and whom he involved in *Cinderella* (140 as against 600 pupils).

That a genuinely operatic conception could be realised in such circumstances is a remarkable vindication of Davies's boundless confidence where children's music-making is concerned - anything really is possible for him. The work received two performances during the recent St Magnus Festival, at Kirkwall and Stromness; on both occasions in conjunction with a revival by the Papdale choir (under Glenys Hughes) of the *Shopping Songs*. *The Rainbow* was also recorded by Radio 3.

The story concerns a little boy called Pat whom Maxwell Davies sets on a "picaresque journey". Pat is late for his lessons; the teacher is discoursing on rainbows (in pompous recitatives: "Take a set of incident parallel rays involving refraction and reflection etc."); Pat, adding insult to injury, yawns with boredom and is sent out of the class being told not to return until he has learnt about the rainbow's structure. He questions various inhabitants of Stromness: first an elderly man and woman who are berating the traffic in the town's notoriously congested little main street (children with big cardboard cut-outs depict cars, bikes and lorries). All they offer is a sermon



Sheila Robson and James Leonard in 'The Rainbow'

Gurmit Moberg

on the value of corporal punishment and go off striking each other. Next Pat tries Reamy's dog and his associates; but dogs, being colour-blind, have no evidence that rainbows even exist in "the sky they say is blue". Pat is recommended to approach the donkey of Brinkie's Brae. He is still more self-oriented: "the question you ask is non-existent! Its negative attitudes hardly consistent! With what for a donkey has relevance keen! But I'm no good with words, so I'll dance what I mean." And he does too: a pantomime clog-dance to an Orkadian fiddle-tune playable by a youngster.

Pat has a strange encounter with a group of fishermen on the shore: their humming suggests a meaning to him he cannot quite put into words. However they do so themselves, pointing an enigmatic moral: "you are like the rainbow too! In your inconsistency! Just as the rainbow fades away your liking fades for me." Finally Pat meets some selkies (seals), whose distinctive noise Maxwell Davies renders in a choral round to the words "true blue". They seem to be helpful but are much too ironic; for them the rainbow is only the plastic rainbow-coloured hoop through which one of them was once made to jump at a circus. No wiser, Pat returns to class and the opera ends rather abruptly in a chorus asserting the rainbow's essential elusiveness.

The music is very simple - diatonic melodies with a familiar modal colouring that are always doubled in the plain piano accompaniment; nothing to alarm in the decorative parts (no doubt easily adaptable) for recorders, glockenspiels, drums. The Stromness children handled it to effect and showed that it could be within the means of any primary school. It must be said, though, that they did not convey an excess of enthusiasm for their task. Except from Peter Burgen in the

weighty role of Pat there was little confident projection and stage-movement tended to be awkward (exposing the paucity of the link-music). The production was clearly at fault, but one did feel that Maxwell Davies had hardly lavished his most inspiring gifts on this score. The musical invention is never sparkling and often per-

functory; the dramatic content appears on the whole to have but small necessity. Whereas the *Shopping Songs* seemed in the Papdale School's performance to be even more vibrant and new than on their first hearing two years ago, *The Rainbow* struck one sadly as just a job the composer had, hastily, to do.

This applies also to the crowd scenes. In the inter-galactic apology for coffee-bar talk, the company's roars and yells sound all the more hollow, and the belligerence and aggression of their social chit-chat all the more faked. Through all this there's the technical picture of the American Dream, compounded of good-guys, apple pie, aggression, competition, life, liberty and fast spacecraft, and most enormous and silly fun and odds.

If this sounds as though I don't like it I must say clearly that I do. It is the most enormous and silly fun and those who have time on Saturdays at 2pm are recommended to tune in, as we used to say, and see if they agree.

Frances Farrer

Cool dance for dog days

In Reagan language the much anticipated Twyla Tharp Dance, at Sadler's Wells until tomorrow (July 4), is laid back, cool. Thirteen handsome dancers - seven men, six women - show 10 Tharp pieces in three programmes the sum of which is not so much original choreography as original theatre. The choreography is a slick, sporty mix of classical and modern movement on a fairly dated popular music from Chuck Berry's *Johnny B. Goode*, Scott Joplin for part of *The Ragtime* from the *Ragtime* Dance, Supertramp and Bruce Springsteen for *Start Stories*, Jelly Roll Morton for *Eight Little Girls* and Fats Waller for *Swing*.

These titles describe choreographic situations which Tharp sets up, and sometimes, knocks down, all drawn from her considerable output in the last 10 years. Each is polished, professional, but so cool the effect is frequently just clever rather than imaginative or moving. Part of the problem, perhaps, is that the world which seems reflected in the choreography needs imagination much less than it needs chic looks and quick jinks for instant theatrical effect. Dancers exit one side to appear suddenly on the other; partners exchange equally suddenly; shadows on a black-cloth mirror dancers on stage; then do their own thing: well-known classical steps receive a quirky arrangement; and in *Eight Little Girls* five girls dance solemnly through the eight Morton pieces only to be absorbed ultimately as five men might be in skirts.

The Tharp world has a smart, clubby, bubblegum look. Sure, it is an image of part of our society, but Louis Blau and Jerome Robbins have handled it with more precision. Tharp's choreography has a little life quality. It is easy to see and makes much of the obvious, notwithstanding an abso-

lute use of dance to say what it has to say. This exploitation of dance makes comparison fair with Merce Cunningham who preceded Tharp at the Wells. Cunningham's enormous significance is his ability to seem to abstract movement from all else so that only dance remains. He cannot, of course, isolate movement from instruments, the dancers, nor from the relationships, implied when they move around each other, touch, disengage. But the communication of the dance is so completely through movement that a similarly total non-verbal response is required from each audience, internal, sensual and, so far as time can be forgotten, non-sequential. Tharp's use of movement rests much more on the surface of things. In fact, the choreographer closest to Cunningham in many ways is not a modern at all, but the classical Anthony Tudor for whom movement is similarly a communication complete to itself. *Swing*, a ballet of Tudor's new to Britain, forms part of the programme by Ballet Stars of America at the Wells next week.

None of these reflections would be possible without the foreign visitors which Sadler's Wells Theatre brings each season. Worrying, then, that audiences this year have been so thin. Recession and inflation, of course, are principal culprits. Ticket prices have risen again, pockets empty, and choices complicated by competition from the Royal Ballet's 50th Anniversary. But empty houses are caused, too, by the curriculum weakness I pointed out two weeks ago. Unless schools give more attention to non-verbal education, young people will continue to miss most of the opportunities offered by orchestras, art galleries, and theatres like Sadler's Wells. Action, then, is required not only from teachers, but also from artists. There are signs that this idea accepts the challenge. A large part of the Wells' audiences this last month have comprised dancers, teachers and dance students. From Birmingham, Tharp and other will filter directly into a few classrooms and growing summer school movement and the educational work of dance companies.

Ballet Rambert, for example, presently at the Theatre Royal, Bristol, until July 11, offers a special programme for young people, *Inside the Raper*.

toire, next Tuesday (July 7) at 2.30, as well as a series of talks and demonstrations at the Arncliffe next Thursday, Friday and Saturday. The theatre programme also includes Christopher Bruce's *Dancing Day* performed by students of the Rambert Academy for the first time outside London. The Academy's graduation performance at Twickenham last week showed too the professional promise of other students, with graduates passing into universities as well as dance companies.

Testing the summer school market, Spiral Dance Company runs its first school at I. M. Marsh College, Liverpool, July 27-31. And Extremity Dance Company, do the same at Elmshurst Ballet School, Camberley, August 9-16. In Cardiff the Welsh Arts Council runs a school primarily for young Welsh professional dancers August 19-29. Besides these new-comers are established events like the Laban International Summer School and Festival of New Choreography at the Laban Centre, New Cross July 27-August 7, and the London School of Contemporary Dance at The Place, Euston, July 27-August 21. The Scottish Guild for Modern Dance organizes the International Dance Summer School at Dunfermline College, Edinburgh, August 2-14.

All this seems impressive but is inadequate to the need. We could do with more reaching out to peer groups and new audiences by established dance schools and colleges. Goldsmiths' Dance set an example last weekend with an imaginative use of space in Lincoln Cathedral with workshops in Bishop Grosseteste College. Created by Pat Whitlock the performances were gloriously costumed by the theatre design department of Wimbledon School of Art. Also last week the Rambert School of Ballet (not the same as the 'Academy') gave three at the Place. Some of the new choreographers it showed would benefit more performance. Finally, back to the Wells where the Royal Ballet School gives a week of two programmes July 20 to 25. I hope this becomes a regular event because, if young people are to have more chance to appreciate Tharp and all teachers, dancers, dance schools and theatres will need to work out much more collaboration.

Peter Britton

COMING NEXT WEEK

... the announcement of a cartoon competition, to be judged by a practitioner whose unkind wit is already well known in the groves of academe. Readers of the TES who think their own unkind wit might earn them fame should watch this space.

Avaunt kitchen-stuff!

The Shoemaker's Holiday by Thomas Dekker at the National (Olivier) Theatre.

Wonderland: a musical by William Fairchild and Dave Brown, at The King's Head Theatre.

The Shoemaker's Holiday is required reading for students of English Literature and those pursuing academic studies in the development of British drama. Reading it one is drawn into the bustle of London life in 1600, chuckling at the antics of the "good fellows of the gentle trade". Who could not approve the rise of Simon Eyre, shoemaker to Sheriff and then Lord Mayor? Or warm to Rowland Lacy's love for Rose? Or relish the multifarious word-play and the rich stream of inventive? It reads so well that we ask why it is hardly ever performed. Seeing it, we are answered.

For all John Dekker's finely detailed and lively production, it doesn't work. The comedy remains on the page. Clearly Buntricker is a name to play with written down, as candle-quean! Avaunt kitchen-stuff! (Eyre's inventive railway) looks fine and funny in print, but goes for little on stage. The characters get swamped in a welter of words. Words, moreover, that demand foot-poles. Despite the actors' skills the personnel remain Dekker's mouthpieces.

Dexter, his cast, and the NT do their best. Julia Trevelyan Oman's design of a plain Tudor screen, in which painted curtains deftly change the scene, keeps the action flowing. Andy Phillips's golden-toned lighting, Rick Clarke's delightfully atmospheric sound and Dominic Muldowney's aptly chosen (though not fully integrated) music all help. Brenda Bruce

works wonders with a look, neatly characterizing each stage in Margery Eyre's social advancement - helped splendidly by her costumes. Hoarseness prevents Alfred Lynch from attempting big effects as Simon, but he makes us warm to him. Selma Cadell (Rose) and Michael Thomas (Lacy) draw sympathy for the lovers. Emily Morgan is moving as Ralph's Jane; David Yelland out-Oliviers Olivier amusingly as King of England.

The Shoemaker's Holiday is not the best of plays. But it is the kind of minor work that we should expect the NT to produce from time to time. Dexter succeeds in bringing it to life adding sad grace notes on the ruin and futility of war.

War underlies *Wonderland*, a musical of Hollywood 1938-45. Abe Youngstein (Don Fellows) a non-Jewish Jew, rises from unsuccessful agent to unsuccessful producer taking in the Austrian Anschluss, London's Blitz, Pearl Harbour and Hiroshima en route. In two hours the company acts, sings and dances through all these making the Second World War a "Wonderland production". Fairchild and Brown also touch on psychic powers, marital fidelity, Englishness, Jewishness, the Hollywood dream, power politics, patriotic jingoism, Nazism. Communism etc etc. Such diffuseness sinks the show.

The staging, designed by Norman Coster, is a marvel of ingenuity. Lou Stein's direction is first-rate: Tudor Davies's choreography is cleverly contained. Sandra Dickinson's nautically career-minded "Jul" and Tracy Booth's many disguises show what good performers can do with "poor material". So do the men. But they can't save *Wonderland* which is as insubstantial as the Hollywood dream it satirizes and nowhere near so successful.

John James



I recall a cartoonist taking the micky out of Mussolini, by showing him claiming Britain as one of his colonies, on the ground that the Romans had once occupied it. It all depends how far back you go.

Robert Robinson, that sharp if shallow broadcaster, said in a BBC broadcast on 23.10.72: "As everyone must know, the Samaritans are just that." Leave aside the awfulness of "just that", and look closely at his words. To

him, evidently, a Samaritan is a Good Guy; by definition. To me, a Samaritan is a native of Samaria; by definition. Do you see how the word has taken on successive layers of meaning, and that it all depends how many layers you peel off?

Here is another example of the same thing. On 2.11.72 one Jonathan Willis, a leftist gentleman, retired as Student Rector of Edinburgh University and made a farewell speech. Leave aside the strange notion of a "Student Rector", and look closely at one of his remarks: "The trouble was that students were, through no fault of their own, a privileged élite." That is how this gentleman was reported in *The Scotsman*, on 3.11.72. Presumably his actual words were: "The trouble is that students are, through no fault of their own, a privileged élite."

There are so many bits of doubt-leth in this that it is almost beyond analysis, and I don't think I'll try to tackle more than one. It is this. When

the idea of an "élite" was of a group "chosen" or "elected" by the rest of society, would anybody at that time have felt it necessary to make the qualification: "through no fault of their own"? No.

Let's now peel one layer off the word "discrimination". No more than a dozen years ago, a learned and respected friend complained about the use of the word, and said: "When I was brought up, discrimination was a good thing. It was right. To discriminate was to see the difference between things, and so deepen your understanding of a complicated world."

Along came the leavers, and trumpeted that discrimination was a Bad Thing. They have certainly had their way, and now we read about "positive discrimination". Positive - good. Negative - bad.

Me - Tarzan.

W. S. Brownlie

Literary competition

TES Competition No 16

A slow trickle, a strengthening stream, then a positive inundation of entries. No fewer than 304 clerihews finally formed up for inspection, almost all with some glint of wit or fantasy to make the judge's task a highly amusing and rewarding one. But a very long and difficult one too. Successive elimination reads thinned the ranks to what seemed an irreducible 45; but this total had too, alas, to be culled down to the number which it was possible to find space to print. Most prizewinners had other specimens that were close runners-up; but this still left a considerable number of worthy competitors, none of whose entries quite made it to the top. Pop those entries unlucky this time back into your competition stock-pot: you could well find a future use for them. 22 for every clerihew published.

Dante Gabriel Rossetti
Painted hair like spaghetti.

This was just one of his tricks
In painting Beata Beatrix.
St Edward Butte Jones
Used to burst into groans
When he grasped the slender middle
Of Elizabeth Siddal.

Orlando Gibbons
Tore his choristers to ribbons
While with William Byrd
There was never a cross word.

Ellington
Rhymes with Wellington:
Is it a fluke
Each one was a Duke?

If Bach
Went into a Wimpy Bar for a lark,
I've a hunch
He'd have a Brandenburger brunch.

W. A. Mozart
(Whose every note's art)
Was not sufficiently wary
Of Salieri.

I'm sure Chopin would
If he could

Compose a cadenza
For Lech Wajnsa.
François Boucher
Displayed a notice "Défense de Toucher"

Allowing only a peep
At "Diana Asleep"

What a spark
Was J. S. Bach
With organ and orchestras so severe
Yet so well-tempered with his clavier.

A Florentine with a phobia
For Lucia della Robbia
Showed he was a good fellow
By dotting on Donatello.

Competition No 17 (Nice? Skye? Bude?) Set by Seylla.
This month we want a Sonnet with a holiday theme. Too easy? To make it slightly more difficult, please use only single-syllable words. Closing date: July 22.

Star waves

Now that the movie world is said to be edging away from science fiction, radio is picking it up. *Star Wars* "the biggest box office hit in cinema history", is available on Radio 1 Saturdays, 2pm as a 13-part, American radio adaptation. And while we've certainly had sci-fi on radio before, to the best of my knowledge it has been sci-fi originally written for radio, and not translated from the screen.

Star Wars comes across with a decent amount of tension of the Biggles/Paul Temple variety, and with all the hamming of an early radio drama. It is really very great fun, though its atmosphere might be improved by a few of the synths wheezes and deep sea gurgles of past technology. Apart from these deficiencies, it leaves almost nothing important out of its formula.

For those unfamiliar with the *Star Wars* plot, the hero is Luke Skywalker who has been brought up by his kindly, homespun aunt and apoplectic uncle, is surrounded by buddies from whom he feels different, and has a particular buddy, Biggs Starfighter, who is selected for the space academy and there determines to lead a revolt against the Empire and tyranny. Uncle unwittingly purchases a new droid which possesses rebel secrets, and so begins turmoil of adventures, chases, disasters, blowings-up and romance: the mixture precisely as we like it.

Star Wars without the pictures seems to offer even more clichés than with them, which may be an illusion brought about by the concentration of radio on script. Somehow lines like "You're just an accident looking for a place to happen", and "A person needs to have their dreams", and even "Uncle needs me for one more season" declare themselves more honestly when they're only heard.

This applies also to the crowd scenes. In the inter-galactic apology for coffee-bar talk, the company's roars and yells sound all the more hollow, and the belligerence and aggression of their social chit-chat all the more faked. Through all this there's the technical picture of the American Dream, compounded of good-guys, apple pie, aggression, competition, life, liberty and fast spacecraft, and most enormous and silly fun and odds.

If this sounds as though I don't like it I must say clearly that I do. It is the most enormous and silly fun and those who have time on Saturdays at 2pm are recommended to tune in, as we used to say, and see if they agree.

Frances Farrer

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BRIAN PRISTLEY'S JAZZ CINEMA at NOON
SCHOOLS JAZZ at 3.00 pm
EDDIE HARVEY REHEARSAL BAND at 2.30 pm
MICHAEL GARRICK TRIO at 2.30 pm
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Sergeants for Strings - Tchaikovsky
BURY METROPOLITAN YOUTH ORCHESTRA
Conductor: Jeffrey Wynn Davies
Soloists: Mark Bethel
Overture, "Sancho Panza"
Bryon Kelly/Cello Concerto, Op. 107 (for cello) - Shostakovich
"Things to Come" - Bliss
RUDDERSHIELD INTERMEDIATE YOUTH ORCHESTRA
Conductor: James W. Morgan
Concerto Grosso for Rhythm Section and Orchestra - Wand/Born
KIRKLEES YOUTH ORCHESTRA
Conductor: Bernard Keefe
Soloists: Claire McFarlane
Violin Concerto No. 1 - Brahms
LEDS YOUTH ORCHESTRA
Conductor: Roy Kinnear
Soloists: Jill Dawes
Concerto in E major for Piano & Orchestra - Grieg
SURREY COUNTY YOUTH ORCHESTRA
Conductor: Ernest Mongor
Soloists: Michael Conn
Concerto de Annerles (for 8 & 2nd move) - Rodrigo
Overture: "Carnaval Romane" - Berlioz
Seats (bookable in advance) £2.50, £2.00, £1.50. Tickets available from Fairfield Halls Box Office, Tel: 01-688 9291.

books

Over Newton's shoulder

Mark Greengras

Never at Rest A Biography of Isaac Newton. By Richard S. Westfall. Cambridge University Press £25.00. 521 23143 4.

"Truth is ever to be found in simplicity..." wrote the greatest scientific genius of the English baroque age, Isaac Newton (1642-1727). Would that it were so, for then we might more easily explain how this self-taught, solitary, neurotic young don at Trinity College, Cambridge from an obscure Lincolnshire family revolutionized European mathematics with a powerful new calculus before he was 24 years old and why, even more astonishingly, he neglected to tell anyone about it until many years later.

When he finally did so and applied it to the physical world (with the encouragement of others) in the *Principia* and associated works, he aroused admiration and created controversy everywhere. But, by this time, he had transformed the science of optics as well and had his head into speculative theology and arcane alchemy and was reluctant to discuss his mathematics or astronomy again. Remove the smothering, grandiose gloss of the Enlightenment (which popularized the picture of a homely philosopher musing on the falling apple in a Lincolnshire orchard in the *Plaque Year*) and there is nothing simple to the career of Isaac Newton. This new, richly rewarding biography, the most significant to appear since 1855, presents a more enigmatic and uncomfortable figure.

Part of the problem is that he was of his age but fitted it badly. In Cambridge he was aloof, a mathematician amongst indolent academic and ecclesiastical placemen. In London, whence he moved in 1696 and

spent the last 30 years of his life, he was a philosopher amongst dilettantes and an efficient administrator amidst Augustan corruption at the Mint. He was cool towards his clerks, dismissive of his editors and made no friends. He quarrelled with most of his scientific colleagues, including Hooke, Flamsteed and Leibniz. Only Edmund Halley seems to have known how to handle the difficult Dr Newton. He was austere in his personal life and, despite Professor Westfall's diligence, little can be learnt of his private pleasures beyond his silver chamber pots, his crimson hangings and his willingness to have his portrait painted. He went to the opera only once (and left before the end) and disliked poetry.

Like the man, his mathematics is uncompromising and impenetrable. He saw "almost by intuition" according to one of his few students, perplexed by his mental agility. What that other Augustan Worthy, John Locke, found too baffling to comprehend, will defeat many modern readers, despite the lucidity of Professor Westfall's prose. They should press on, following the example of Newton himself who, when reading Cartesian geometry for the first time "when he was over 2 or 3 pages he could understand no farther... began again and got 3 or 4 pages farther till he came to another difficult place... and continued so doing till he made himself the Master". When Voltaire asked Newton how he had discovered the law of gravitation, he replied "By thinking on it continually". There is no better characterization of the man whose intellectual vigour kept him awake at nights and away from food and led him (perhaps with the assistance of mercury poisoning from his chemical experiments) to the edge of a breakdown in 1693.

In his physics, too, there is im-

penetrability. Newton repeatedly disclaimed all intention of looking at the fundamental nature of the natural world, contenting himself with observing some phenomena of it, such as light or gravity. But contemporaries were alert to the perplexing nature of Newtonian world forces, acting at a distance, and dependant upon "exceedingly subtle spirits" or perhaps "lightly charged aethers" for their motion. Books have been written upon the nature of Newton's forces. Westfall summarizes the evidence as he goes along, making clear to us what was not clear to contemporaries, how his alchemy and theology informed his physics.

The secrecy surrounding his alchemy and theology was intentional for the former was dangerously speculative and the latter heretical. A clandestine circle of alchemists exchanged their secret wisdom with Newton who wrote over a million words in manuscript redolent of the extravagant images of these initiates - star-regulus, green lion, the golden net and the nire of the wise. Careful, experimental, but highly speculative, Newton sought the secret of forces in chemical change. Even more unconventional was his theology, for he was an Arian, believing that the Church had become corrupted by superstition in the fourth century and that, in the books of Daniel and Revelation, the Almighty's dominion over history was revealed just as nature demonstrates it in the physical world.

Fortunately, Newton was a compulsive note-taker. He has taken Professor Westfall 20 years to work through the surviving manuscripts. As a result of his efforts and those of the press which produced the best edition of the *Principia* for Newton, we can glance over Newton's shoulder and glimpse the force of his genius.

Wearing of the green

Ireland, an Illustrated History. By John Ranelagh. Collins £10.95. 0 00 216294 6. The Making of Modern Ireland, 1603-1923. By J. C. Beckett. Faber £10.00. 0 571 18035 3. £4.50 0 571 18036 1.

Voices and the sound of drums, an Irish autobiography. By Patrick Shea. Blackstaff £6.95. 0 85640 228 1. £3.50 0 85640 247 8.

Irish history has been fair game of late for a motley horde of journalists, telly-pundits and enlightened amateurs, all busily rehashing the sorrowful-splendid saga. John Ranelagh joins their ranks with sounder qualifications than some lately in the field, and his version of the Irish past is clear and confident, nicely adorned and enlivened by a rich alloy of well-chosen quotations and well-worn illustrations. Not wishing to tax our brains or challenge our preconceptions, he steps deftly around some issues that historians and politicians might prefer to argue about.

But at least he does splendidly refresh those parts others tend not to reach, showing that there were indeed five or six fascinating Irish millennia before everyone got tangled into present preoccupations. So we are granted a generous helping of prehistoric culture and Gaelic myth-heroes before the familiar political posturing takes over, and we are shown Ireland progressive and creative as well as strident and mournful. It is well done, but in peripheral matters John Ranelagh is less sure-footed; Richard II, the Huguenots, Raleigh, Emmet and President Harding are among victims of his lesser carelessness.

J. C. Beckett's survey is not another new offering but one of the first in the field, here reprinted with minor improvements and some messy additions to the bibliography. It survives well against the challenge of later competitors. Uncluttered, judicious prose is enlivened with restrained dramatic highlights, like the "thunderous Amen" shattering the

Christ Church echoes in 1627 to herald long centuries of sectarian conflict. Economic and social background are deftly sketched, but this is essentially the tale of ascendancy politics in the seventeenth and eighteenth centuries, of those who ruled Ireland and those who sought to challenge them. As such it is unsurpassed.

But in the complex entanglements of more recent times, where many scholars have been busy of late, Professor Beckett seems less happy. He maintains his clarity and brevity, but only at the cost of some omissions. He notices indeed that of late 1815 has replaced 1846 as the fashionable turning point in Irish agrarian history, but that is the last amendment inflicted on his 1966 text. European dimensions, cultural rivalries and revivals, Catholicism rampant, Land War complexities, IRA manoeuvres, Anglo-Irish warfare, gross-roots experience and attitudes, which have all concerned industrious commentators of late, leave no impression on the smooth surface of this Olympian survey.

Beckett, like Ranelagh, ends with the establishment of a divided, self-governing Ireland, and that is just where Patrick Shea's experience begins. His plodding clamber up the ladder of civil service promotion would be dull going but for two unusual features. He was doubly a victim of revolution, losing in the south because of his family's loyalism and in the north because of his Catholicism. As a policeman's son in times of trouble, caught in the stresses of changing, conflicting loyalties, he watched barely comprehending as his father's colleagues and his own friends disintegrated and died. Thereafter he climbed to his own professional summit despite prejudice alternating with encouragement, an achievement in which he takes proper pride. In both environments his humble experiences qualify the generalizations and the stereotypes that are the stuff of the historians, even when they are as good as Ranelagh or Beckett.

Tom Corfe

Czech comparisons

Growing up in Europe. By Kay Sun. Vantage Press \$8.95.

This is a book to be read rather than studied. I read it from cover to cover at one sitting because from the perspective of a college of education senior lecturer in Comparative Education, Kay Sun writes about her education in Czechoslovakia immediately prior to 1939 and then after the Czech radio announcers had warned people not to resist the German occupation but to go about their work as usual.

Usual or unique circumstances draw to the attention of Comparative Educationists not only the common features of education systems but the specific problems teachers and pupils face in a particular nation. Anne Frank's diary focused on horrific events associated with the occupation. Mrs Sun's account does not, but brings to light in an unusually vivid manner the commonplace features of education in a continental country and the complexity of life under the Nazis.

Through a series of vignettes the reader is introduced to the kind of problems all adolescent girls are likely to face: relationships with boys, older people and teachers in the context of a well-known village environment. They also throw light on what was taught in Czech schools, the aims of education and the relationships within the system of administration. How these relationships were changed or transformed when, for example, the Nazi inspectors visited her school are vividly portrayed. Insight is also thrown on life under the Soviet and American liberators.

The quality of this book lies of course in the author's ability to evoke meaningful images about education and life in a system other

than one's own - something mere statistics and erudite documentation cannot achieve. For this reason as a source of information for those of us who are interested in comparative education this book is of inestimable value. I wish we had more sources of this kind on which to draw.

For the non-competitive who is simply interested in the process of education and the responses individuals make to them and their environment, Kay Sun's autobiography of *Growing up in Europe* is one which will be read with pleasure and from which a great deal can be learned. I would like to see many accounts of this kind. They would help us more clearly to understand the problems and possibilities of harmonising educational policies in the EEC.

Brian Holmes

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Children's literature

New breed of shinybacks

Audrey Laski

New ideas in publishing are not easily come by, and so a new venture by Bodley Head is bound to be a matter of interest. What they have undertaken to do is to bridge the gap between the expensive hard-back which, they believe, is also unattractive to young readers, and the paperback reprint with an established hard-back behind it. They have brought out four new novels in a new format, a large paperback (198 x 129mm), at £2 or so less than the books would have cost in hardback. The laminated covers are very attractively designed, especially that for *The Firelings* and, much more important, the books are sewn, not glued, so that they open flexibly and have a reasonable chance of standing up to hard reading. This is particularly necessary if the "institutional" buyer is, as the publicity seems to suggest, the main target, and it does, indeed, seem unlikely that many adolescents will be ready to spend between £3.25 and £3.95 on a novel, even if this is no more than the cost of a long-playing record.

The range covered by the first four books in the series is fairly wide: one pure fantasy, Carol Kendall's *The Firelings* (£3.95), one fantasy closely skirting hard on reality, Michael de Larrabett's *The Borribles Go For Broke* and two realist "Books for New Adults" - Peggy Woodford's *The Girl*

with a Voice (£3.50) and Linda Hoy's *Your Friend, Rebecca* (£3.25). I have read the first three of these, and found my own interest in inverse proportion to the degree of realism. *The Firelings* has faults, chiefly its author's infatuation with the game of inventing a special language for her superstitious-ridden dwellers on the edge of a volcano, which sometimes seems wilful rather than necessary, but it is full of invention and feeling, and the satisfying sense of a plot in which the reader and the characters are working their way through the mysteries of life together; the influence of William Golding may be at work here, and, if so, it is a healthy one.

The world of the *Firelings* is a complete construct; the world of the *Borribles* is an underside of a semi-recognisable London. The *Borribles*, who have already appeared in an earlier novel, are children who, instead of growing into adults with responsibilities and mortgages, develop tell-tale long, sharp ears, remain perpetually child-sized, and live by stealing fruit from market barrows, and for their freedom, individuality and the reputations they gain from wild adventures. Essentially anarchic, they are hounded by a wicked Inspector Sussworth and his SBG, but also need to combat a breed of sewer-dwelling rogue *Borribles*, called

Wendles, whose leader has been seduced by the un-Borrible desire for power and money into becoming a tyrant. Like the first *Borrible* novel, the second one has its climax in a truly bloody battle; *Borribles* kill with some ease when freedom is at stake. As a round-eyed undeniable adult, I felt got-at by this book, but I would, wouldn't I? I also felt the writing wasn't as lively as the conception.

But I would much rather read about *Borribles* than about Peggy Woodford's young people. Perhaps because he had already appeared in an earlier novel, Rod Parrish, one of the central characters of *The Girl With a Voice* seems barely characterized, while Kevin, his rival for the interest of Claudia, the eponymous girl, is allowed to leave the novel the total enigma he has been from the beginning. It is, of course, characteristic of real life that we know very little about anyone and less about some, but novels which try to approximate too closely to that aspect of life risk questions about their reason for existence. Although Claudia is sensitively imagined, this is a thin little romance, heavily padded; I don't believe new adults need it. I wish the Bodley Head's new venture well, but I hope its well-crafted shinybacks will be mainly novels that exist as themselves and not to fill a manufactured slot.

Knowledge minced fine and even

The Macmillan Encyclopedia. Macmillan £14.95 0 333 278 607.

It is very easy to criticise one-volume encyclopedias for what they are not, for they in no way compare with their larger relatives for depth of coverage. But even within the field of these smaller works there is a decision to be made as to how much of the vast scope of modern knowledge is to be touched upon. With limited space the equation is this: wider scope equals shallower treatment.

In their new encyclopedia, Macmillan claim to have taken the whole field of knowledge as their province, and by and large the reader will not be disappointed. Think of a word and there it will be. But with this range, one should not expect much information, and must accept that it will be facts about, rather than discussion of, a topic. Indeed, this inclusive policy may have led Macmillan to give space to subjects of questionable value: one third of the entries are either biographical (many of obscure figures), or gazetteer-like references to towns and cities.

The editors have not helped this by breaking subjects up into such small packages. The book has been compiled from a data base, and it does rather read like it - the field of knowledge has been minced very fine and very even. Such works are prone to proclaiming their vital statistics on their covers, and must therefore not mind them being examined. This volume's boast of twenty-five thousand entries and one-and-a-half million words is very impressive, but looked at another way it means that the average entry has sixty words, or about seven lines of text. There are longer articles, of course (the longest I found was on World War II, with two pages), but the average is a good guide, and the more detailed pieces rare.

This produces some strange effects. The article on English literature mentions 63 authors in 24 lines when dealing with the twentieth century, and the whole of English history gets one column. Certainly there are separate entries for each author (though these often amount to little more than a list of works), and the various events in history, but they are worth far less in their isolation than if they were worked into

one piece on the main subject. The approach taken does obviate the necessity for a separate index or extensive *see* references, but it makes chasing a general topic a tiring business.

It also requires very careful cross-referencing, and this has not been done. Somebody wanting to read about the whole field of drama would be out of luck. There is no entry under drama, and no cross-reference to the article at "Theatres and Stages", which briefly mentions it. This will lead you on to two other genres referred to, but searching through, I found five other related articles; anyone who did not know the subject already would remain in ignorance.

No doubt this book will find its place in many homes, and be useful there. It will answer the simple question, but that is its limit. It is not just a problem of space, because related information is often there, but hidden in other entries. Longer and fewer articles may be more difficult to write, but they would bring out such relationships.

Jonathan Smith

Fact and fiction

Clowns, Sultans, Elephants, Going to Hospital, Foris and Castles, Moon, Things to do with Games, Things to do with Water, Things to do with Junk, Things to do with Games. Macdonald 75p each.

Effective followers of B. S. Bloom, the editorial committee which has uttered these basic readers into print seems to have respected his useful distinction between knowledge of specifics and knowledge as organized use. Whereas *Clowns* deals factually with its subject-matter, *Sultans' Elephant* flexibly makes use of the same concepts to tell a brief story. There is a story for each fact; the information set, however, can stand perfectly well on its own.

The readers designed for beginners sensibly lay out the text across a wider extent of the page. In the more advanced readers, however, the habit of shortening the lines of print

becomes more marked. An advocate of direct instruction in basic skills such as left/right orientation, I cannot say my special merit in this 20-page collection is *Sultans' Elephant*, which boxes the text and gives the learning eye a structure within which to contain its uncertainties.

While the quality of illustrations is good throughout the series, Jill Fawcett's art work for *Moon* is particularly attractive. I also liked the text, which makes a more sturdy attempt to explain conceptual content than some of the others. Why, for example, in *Dinosaurs*, should fossils be described as "bones stuck in rocks" when a more precise account would use words just as easy to read? Why again should an interesting and superbly illustrated page on the Maginot Line in *Foris and Castles* omit the most historically significant fact that the great defence system proved useless?

Each *Standard Facts* has a puzzle, quiz and activity page at the back. Again, *Moon* has my vote, with

Going to Hospital coming a close second in motivating activities.

Macdonald have also brought out a separate series of activity books, whose crowded text sometimes presents two columns of print on one page, which is hardly an advance on the rival Puffin series for clarity. *Things to do with Water* and *Things to do with Games* both give an anarchic but useful riot of activities.

The information book craze, which will be with us for a long time, came into being by combining the picture book genre with that of the textbook. It has given us many a useful classroom tool and in this case at a low price. Less useful is the colour coding for age levels which Macdonald have adopted for *Starters*. Most schools operate their own coding system, one relevant to their own evaluation and teaching needs. Ready-made coding can only add confusion to the work of the reading specialist or school librarian with criteria of his own to act on.

D. I. McGibbon

books



Sunshine, by Jan Ormerod, tells the simple tale of a small girl's morning from waking to leaving - after her parents' hectic rush - for nursery school. Wordless, and well named. Kestrel, £3.95

Northern

The Northern Drift. Compiled by Alfred Bradley. Blackie £2.35. 216 90917 1.

Anyone who had the wit or luck to live within the orbit of the BBC North of England Home Service during the sixties will remember *The Northern Drift* with much affection. It began life when a young architect who had just started writing had an idea for a radio revue. The young lad was Alan Plater, and since then both the lad and his idea have made good. Under the benign but firm direction of Alfred Bradley, the programme broadcast poems, sketches, stories and songs by hundreds of writers new to radio. That the list of contributors includes Alan Garner, Alex Glasgow, Trevor Griffiths, Barry Hines and Peter Terson shows just how encouraging a platform it was.

This book preserves some of the best pieces. There is Stella Johns'

tragic story, "The Day I Wrote a Poem" ("Mum went on an errand about making a laughing-stock of her by telling the whole school we had a stain on the ceiling"); there is Mike Stott's description of Leonard who was in collision with a double-decker bus while reading Gibbon's *Decline and Fall* the day after being made school captain; and there is Brian Thompson's exposé of further education: "They have this thing at the Tech, call it liberal studies. Mucky books about the poor people and all like that, which you've to try and read and say 'why you think they're great'."

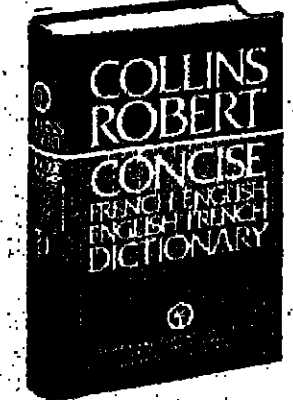
It's not all academic. My favourite is "Miss Prim's Dream" by Peter Hawkins, in which Miss Prim dreams about the Queen Mother coming to tea ("Not this Queen Mother. The old Queen Mother"), and when Miss Prim says, "Do step in, your majesty", the Queen replies, "just as though she were an ordinary person talking to another ordinary person. 'We shall be graciously pleased, so to do.'"

David Self

Collins

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Collins

In the shadow of Tower Bridge

Joan Godly on an ecology park

The William Curtis Ecological Park, 16, Vine Lane, Off Tooley Street, Southwark, London, SE1 2JQ. Admission free. Open every day from 10a.m. to 6p.m.

Now that ecology has at last come into its own as an essential part of biological studies, problems arise as to how best to teach it and, indeed, what to teach. Acquisition of facts has low priority, whereas a training in observation, elucidation of relationships and the development of the capacity to care for living organisms and their natural habitats must rank very high.

The scientifically minded will welcome a knowledge of methods of quantifying particular aspects of specific habitats as this is necessary for the sensitive management of areas where man's needs are in competition with the natural inhabitants. The aesthetic value of the heightened awareness of their surroundings to people, interested in formal biology or not, and their enjoyment and satisfaction from that awareness, is immeasurable. Perhaps, even, something of the idea of caring for the environment which we teach the children today, may rub off on often ill-informed and non-caring adults.

This study, therefore, has important social as well as educational significance of which the responsible teacher is very conscious, and yet his efforts are limited by the confines of classroom or laboratory and the exigencies of lesson timetabling. The whole days needed by city children for a field trip to the country often attract black looks from colleagues, and the expense of travelling may be prohibitive. Yet there is no substitute for learning ecology by studying an actual habitat and the relationships between its living and non-living components. Useful work can be done by any age group in any depth, and enjoyed at the same time.

For these reasons to discover a ready-made ecology park tucked under Tower Bridge within easy reach of many London schools, which offers not one but several types of habitat, and where enthusiastic help is available with every aspect of the subject, must gladden the hearts of many biology teachers. The park is managed by the Ecological Parks Trust, City Nature Parks, developed from urban wasteland sites, are envisaged in other parts of Britain as an extension of the Trust's work - it is a charitable organization - notably in Leicester and Trafford Park.

Another site in London, five acres of oak woodland near Dulwich, is nearing readiness for general use.

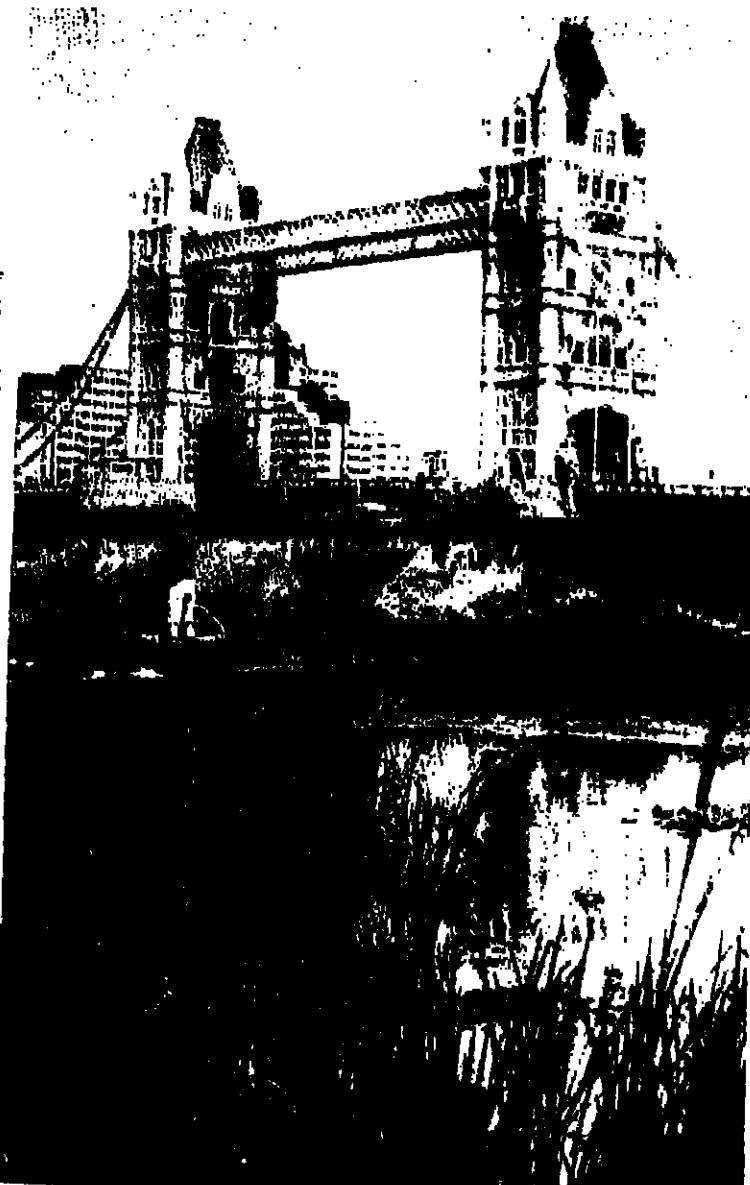
The William Curtis Ecological Park, named after the eighteenth century botanist who grew his collection of plants in a garden quite close to the present park, is a two-acre site on which a range of habitats has been artificially established. In 1977 it was a derelict lorry park, but, as part of a Silver Jubilee project, using an enormous amount of volunteer muscle, and will welcome support from the site-owners, the London Borough of Southwark and the Proprietors of Hay's Wharf, this unpromising area has, at very little expense, been turned into an oasis of green in the desert of the surrounding brick and concrete.

The focal point is a sizeable pond, which, although it has a plastic sheet base, is now entirely natural in its flora and fauna and even contains some uncommon species of flowering plants. Other habitats include scrub, grassland, deciduous and coniferous woodland with nesting boxes, and a sand-dune and there is also within the boundary an original bomb site with rubble base.

The soil for the artificial habitats was brought in from near-by building works, but the sand-dune was developed and is monitored by students from Archbishop Tenison's Grammar School where they have been studying in particular the ecology of marram grass and sand sedge as stabilisers of dunes. Thus a range of communities has been established, nearly three hundred plant species are listed and about two hundred animal species are inhabitants or visitors.

The educational programme is supervised by Mrs. Anne Heaton and Miss Pamela Morris, both experienced teachers, who have special responsibility for secondary and primary schools respectively. They provide help, free of charge, to anyone interested in conducting field classes, although Mrs. Heaton ruefully points out that so far, relatively few of the many school visitors are of secondary age - probably because of the short time usually available for biology in the middle school years.

A visit to the park, though, would contribute a great deal to the courses for these pupils. A-level students can here, entirely suitable for their examination requirements, and less exacting but really stimulating projects could readily be devised for General



Sixth Form students who are following a less strenuous examination programme.

Projects are available for single visits or, for the luckier students, a series of visits in which comparative studies of seasonal changes, for example, could be made. The supervisors already provide a long list of possible projects from introductory ideas of collecting, identifying and grouping for the youngest children to, for example, insect flight related to temperature, transect studies and sampling methods for the senior pupils, the basic principles of conservation being firmly insisted upon.

Students from nearby college also use the park for their individual ecological studies, and since the flora and fauna have been monitored from the beginning, studies in colonization, succession and competition are possible. A teacher's handbook, describing the range of projects is in the course of preparation, but, as the supervisors

point out, ideas from visiting teachers are very welcome, and they are willing to adapt projects to any age group and to the time available. The facilities include nets and wellies for ponding enthusiasts, microscopes, some bench space, a library of reference books, worksheets, and slides are available for loan.

Teachers are asked to visit the park before they bring classes, to familiarise themselves with the possibilities. There is limited car-parking space by the gate. The park is within reasonable walking distance of London Bridge and Tower Hill stations.

Teachers of biology, environmental studies and related subjects are warmly recommended to find out more about this ecology park. It offers a particularly pleasant way not only of demonstrating ecological principles to one's pupils but also of consolidating one's own knowledge of this subject.

Roman evidence

by Phillip Venning

Roman London is a disappointment. Few large Roman cities have quite so little to see today. Apart from a sanitised Temple of Mithras and some archaeological sections of largely medieval city wall, there is almost nothing visible above the surface.

The new map of the Roman city produced by the Museum of London and the Ordnance Survey makes the best of this - you can easily find where to see what there is. But in spite of all the excavations in the wake of wartime bombing and postwar redevelopment, the map remains surprisingly empty. The trouble is that most land has been isolated - an odd few feet of road photographed as the bulldozers were in, a tantalising piece of wall cut through with Tudor pits and Victorian cellars. Previous map makers have been tempted to join up the dots. Wisely the Museum of London has kept speculation to a safe minimum, most of these minor finds do not appear. This effectively excludes the domestic and commercial buildings of the city (apart from those where mosaic pavement was found).

Instead the map offers a street plan superimposed over the modern Ordnance Survey 1:250K map of the city excavated, public baths and government palace, prominent on the map. Recent excavations have revealed the existence of a river wall, and this is one of the first maps to include it.

But to the ordinary visitor the strongest impression of Roman London must come from the finds - the skulls of the victims of the Boudicca revolt, the impedimenta of everyday life. All these are now admirably displayed in the Museum of London, and the map makes a gesture in their direction by illustrating some of them around its borders. The intention is good but the result is slightly confusing.

For the Ordnance Survey one of the main problems with its well established archaeological maps (of Roman Britain, for example) is to know their limitations. Too much detail baffles the amateur, too little discourages the scholar. The map of Roman London is aimed firmly at the former group - the tourist, the school, the general visitor. If it is successful (and at its price it is hardly failing), there are plans for a similar one showing London before and after the Great Fire.

London Ordnance Survey 93p, £1.30 by post from the Museum of London, London Wall, EC2

Research and the under-fives

The early education of handicapped children and the development of number skills in pre-schoolers are among 25 research projects summarised in *Under Fives: a Programme of Research*, a new handbook published by the Under Fives Dissemination Group.

Its aim is to inform teachers, social workers and local authorities etc. about government-backed studies on the care and education of under-fives. They reduce the variety of interest which was encouraged by the DES in the early 70's when its emphasis was on expansion, particularly in nursery education.

Most of the projects are concerned with the development of new techniques for gathering information about young children. Many are centred on very small samples, so the researchers do not claim any universal truths.

The Project Ear Foundation is organising an "exhibition of practical help" for parents of hearing impaired children, on July 11th and 12th. The exhibition will present information and communication aids, teaching and children's books and toys and practical demonstrations.

Of special interest, say the organisers, will be a new Visual speech control-

Several are devoted to nursery schooling. For example Professor Jerome Bruner, an American psychologist, observed 120 children in Oxford to assess how their intellect and imagination were being stretched. At Keele University, a team who focused on play, exploration and learning produced the Keele Preschool Assessment Guide to enable teachers to record children's progress in the nursery. The reports are very brief, though details are included of how to obtain more information. There are also lists of showing where fuller reports have already been published.

The booklet is available free from the DES's Publicity Despatch Centre, Honeypot Lane, Canons Park, Watlington, Oxford.

led by a microprocessor, the new dual telephone terminal, demonstrations of Prestel, Ceefax and Oracle, radio hearing aids and Palantype - a speech transcription system.

The exhibition will be held at the London Otological Centre, 66 New Cavendish Street, London W1M 7LD and will be open from 10.30 to 4.30 on each day.

ART IN SCHOOL

FOCUS ON CONTINUITY

Sheila Paine considers the transition from primary to secondary school

If you are an art teacher, a parent or a 12 year old child, you have some beliefs about differences between art activities in primary and secondary schools. You may distinguish them through the relative size and texture of the paint brushes supplied, the degree of representational skill in evidence, the complexity of the work on show, the resources, or the value given to what is done.

The assumptions underlying such ideas are often tacit. They are about what is seen as progress in art and the way skills develop. They are also about growing up and how that process is assisted. Nowhere are they more "telling", than where they focus on the moments of transfer between schools. For individual children the schools through which they pass are parts of a continuous chain of experience. Yet the system sometimes behaves as if the persons involved at each stage have nothing to do with those involved at earlier and later stages.

For the new art teacher, every group of pupils has an unknown art educational past which makes it difficult to know what tasks to devise for them and what standards to expect from them. The experienced teacher has the problem too, when teaching children newly arrived from primary school. Some secondary schools encourage their staffs to teach in local primary schools, but this is rare. The picture (mythology perhaps) of primary art teaching which secondary teachers have is often conformed from interpretations of the assumed causes of pupils' skills and attitudes.

One may speculate on modes of art teaching which this picture generates. There is a consolidatory mode in which teachers see themselves extending skills gained at primary school. There is also a remedial mode in which, undesirable learning is being corrected. A third, inaugural mode assumes the need for a new start. It may be true to say that all these phenomena are present in varying proportions in most secondary art and design departments.

It seems valuable to look at the problems of continuity in art education through the eyes of some secondary teachers who face them annually. I talked to the art staff of a major urban comprehensive school. I asked them how they perceived the visual and art skills of first-year pupils and what they would like them to have experienced before transfer. What kinds of steps did they take to understand pupils' needs? What assumptions did they envisage for individual progress?

In this big art department many different views were evident, often in relation to the individual's own specialism and background. But, probably due to the department's organization and management as well as its semi-open plan studios, there was also a broad coherence of opinion. They spoke as contributors to a common philosophy rather than as independent practitioners.

The different specialist backgrounds are evident in each teacher's expectations of the children on arrival. The design teacher hopes for "youngsters who can measure and sketch", the textile teacher wants to find they have a feeling for shape, form, texture, the potter and sculptor are both disappointed that so many children reach the transfer stage without having handled clay.

A new teacher notices that there are a few who can translate an observation or an idea into a medium, but most can only copy commercial forms. Several teachers feel that the disparity in acquired skills and knowledge between incoming children is considerable. "We've got to assume they can't do much because there isn't any established progression (in art) in the schools they come from (but) we assume they can draw as a natural activity, we assume they can paint, that they have been involved with creative things even if not necessarily with art".

All the teachers are sympathetic to the difficulties inherent in practical teaching within primary schools ("If you've got to use a general classroom as a workshop, it's very difficult.") and aware of the problems posed by a subject like art for the generalist teacher. On these matters they were reflective rather than critical. They attached great importance to opportunities at the primary stage for handling a wide range of materials like perspex, metal and wood as well as paint, card and clay. There is a feeling that the introduction to many materials was often narrow. "So often they've drawn round templates and coloured in and not a lot more." "I'd like them to be shown the versatility of clay, it's still seen as something that makes functional ware - but you can show them that it does a lot of other things." It was said that although a lot of model-making went on in primary classes, the concepts of three-dimensionalism were seldom consciously explored; this issue is seen as important in a society where "three-dimensional illiteracy" seems all too common.

One teacher felt that the narrowness of the work, for one it is in terms of a greater understanding of art itself, on the grounds of life-enrichment. "They can contemplate and receive back something that you might even call spiritual." For another it is learning to be selective. "The attitudes we encourage might spill over (into) sorting out the rubbish that they're asked to swallow by the mass media when they leave school."

The attainment of craftsmanship was emphasized by another as intrinsically valuable, "not just for passing exams, but for an awareness of surroundings and of self, of how one responds in a conscious way to all sorts of outside stimuli and being able to react to them in a less predictable way." There was recognition that the task was less to produce new artists and more about preparing people for life. "If they do nothing with art after they've left school, they'll know how to be in sympathy with the environment, they're not just going to go by fashion, but by what's best for them."

Such "far-reaching" and important aims can not easily be fulfilled unless the fulfilling process begins in early years and unless each child is enabled to perceive the continuing logic for himself. Perhaps every child's art work, before and after the transfer point should be the subject of discussion between pupil and teachers (from both schools). As one secondary teacher remarked, "It's an awareness that is the big thing we've got to try and teach."

'wrong'. I'd encourage them (at that stage) to draw very loosely."

In this school it is realized that incoming pupils could find the art department a bit daunting ("Some of the schools they've come from aren't as big as this department.") and there is an induction programme which helps to make clear what is being offered. There is time each week for discussion with a teacher about the artistic, aesthetic and cultural backgrounds to the practical work. For the teachers, the problem of determining individual skills and facility levels is faced by initial exercises in drawing "to show the ones who can work with visual images and those who find that very difficult - that gives us our range."

A modelling task involves expression in clay (but with closed eyes) of an idea from a story read to pupils - a verbal, aural, tactile transition. "You certainly learn something about their inhibitions. Some are willing to let themselves be drawn into situations like that and there are others who are not so ready to cooperate. They do the work but it's not quite so free and flowing."

After the initiating programme the process of development for the pupils is one of widening their experiences of materials and techniques. There are nine practical areas to explore. More importantly there are the attitudes to art of nine different teachers. Such opportunities can be exciting and enriching, but there is also the danger that they can by their diversity dilute the quality of what takes place, unless every activity is seen as a step in the process of development towards a goal.

Each teacher described the direction of the work. For one it is in terms of a greater understanding of art itself, on the grounds of life-enrichment. "They can contemplate and receive back something that you might even call spiritual." For another it is learning to be selective. "The attitudes we encourage might spill over (into) sorting out the rubbish that they're asked to swallow by the mass media when they leave school."

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A first year at Maplesdon Noakes School, Maidstone. Photo: Susan Thomas

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TOTAL COMMITMENT

Sally Festing discusses secondary school art with staff from art colleges

alternative to practical art. The thesis is straightforward. Art is not often regarded by teachers or parents as a suitable option for an academic child, and this means that able children (who can be expected to go into jobs or responsibly) have little understanding of the visual world.

This is bad for them because it cuts them off from a large area of knowledge and pleasure. It is worse for the rest of us. All those arenas of work that impinge upon our lives – planning buildings, the production of consumer goods – are run by people with a informed visual sense.

Art history ought to appeal as an academic option. It is rigorous and as "relevant" as geography, history, religious education, biology, or chemistry ever are to most people. Unfortunately, the current GCE examinations are so badly pitched and Norman Binch has a few critical comments to make on the subject. So, the last words to him, "The all too common experience of good teachers who, in spite of extremely limited resources, conscientiously prepare their pupils for examinations in the history of art only to find that they have achieved unsatisfactory grades, does nothing to encourage an expansion of this area of study. The need for examiners to understand the teachers' problems is urgent, and so is the need to establish effective communication". Since the examinees are visually aware perhaps semaphoric is the answer?

* *Report of History of Art in Secondary Education* held at the Institute of Education last November. Edited by Dr

For them, drawing has to start and finish at specific periods but art cannot be confined to a specific time. It must be something essential to the personality. If school art advisers had a inkling of the degree of concentration we required, students wouldn't be misled."

In the past, it is true, art has been an also ran and art colleges were justifiably chagrined at being fobbed off with less able school leavers. But today its social standing varies enormously from one school to another and from one district to another. Leicestershire, for example has maintained an exemplary attitude since the early fifties when the county allowed a small percentage of a school building budget to run into millions of pounds, for buying works of art. Pieces bought from internationally famous artists when they were relatively unknown are now in the possession of the education authorities and they still have a go ahead purchasing policy. This kind of enlightenment can scarcely fail to influence the respect for art throughout the system.

The art college aspiration is for a school "back-ground" where visual education is the same validity as literacy or numerate education. It may be on its way, some public schools and sixth form colleges in particular have a reputation for teaching art as a round subject, supported by theory and historical settings. But the fact the

but it was soon obvious that the inexperienced wanted guidance. "So now there's a teacher present all the time".

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By Ben Hinx-Edwards

● Art history must resolve greater emphasis. Many students still follow examination courses without knowing about the work or beliefs of artists or movements. This is scandalous. Dr Engle's students write without first reading books? Knowing about the past is a foundation for any feeling about the present or future; whatever the medium.

● The lesson structure itself must be revalued. To encourage the individual no group work should be involved. A teaching class should be of mixed ability and preferably mixed age, range, on the premise that the wider the influence the more expansive the cross-flow of ideas. Representational art should be used as mere practice of skill. Practice by repetition is a valuable aid in the learning of any language, oral or visual. But it is not art, for it lacks the crucial element of personal expression. A lesson brief must always be conceptual, never tied, as so often these days, to a skill or a medium; for the importance lies in encouraging a personal perception, not in a repetitive process.

pression.

● Examinations should act as a means of "quality control" only. They should inspect the technical competence of work (which is measurable) but to venture further would be to wander into subjectivity. And for the form of the examination, naturally a moderate continual assessment is the most appropriate. A set paper on a set day is little more than insulting.

These points provide a basis for change, there are others: senior students acting as demonstrators; the exclusion of art from the normal timetable; and its attendance as and when possible.

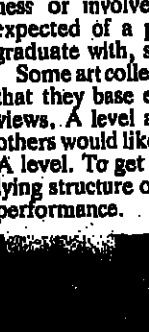
The Difference between artists and designers is as great as between dolphins and men. Their similarities are more obvious but their essential difference is as basic. Man, while showing a curious interest in the dolphin has never understood it and has made only mental use of its superior senses. It is also to be the relationship between design educators and artists. Or will design educators and artists be at last free to develop without unsympathetic control? For our sake, let's hope so.

Ben Hilly-Edwards was formerly Head

But in the end, the most precious and enduring lessons for schools to teach concern a basic attitude toward the subject. The knowledge that a demands a commitment equal to that of anything else. Tony Hemingale, senior lecturer at Kingston's foundation course said "Art colleges were usually intelligent people. They have to realize we want them to eat, breathe and sleep art, that it requires the same sort of dedication as music for instance and the same amount of practice. So we find this total commitment, upsetting."



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"... They have to realize we want them to eat, breathe and sleep art"
Photo: Simon Warr

FEEDING A SENSE OF WONDER

Ernest Goodman introduces the Schools Council report "Resources for Visual Education 7-13"

Any widely representative collection of drawings by children is bound to reveal how complex and interesting are the relationships between reality and the developing powers of perception and technical mastery of children. In those drawings which derive from first-hand experience there is a rich variety of personal images based on similar experiences with a clear display of skills of broad educational importance.

I have often seen young people listening to the music to which they were dancing with an intense absorption and sensitivity which they failed to achieve in music lessons.

Similarly, most art teachers believe

that drawing is the most effective and fruitful way of looking. Looking can have a variety of purposes but the combination of looking and drawing demands skills of selection, synthesis and aesthetic judgment which are of importance well beyond the confines of any particular subject.

Their development presupposes that children, in both their image-making and appraising roles, be stimulated and informed through direct experience of phenomena and that they be helped through appropriate discourse to consider, share and refine their judgments. In this process similar difficulties arise as in the case of the teaching of verbal skills; children are increasingly surrounded - indeed bombarded - by ready-made images contrived by adults and related to adult concepts and purposes.

There are visual clichés as well as the verbal variety and while all clichés are stale by definition and many ready-made adult images, even when aimed at children, are trite, sentimental or oversimplified, some, more seriously, distort reality. All this is greatly inhibiting to the possibility of children forming their own images.

The danger of the peddling to children of adult substitutes for reality is compounded by a too common view of art as chiefly to do with the production of pleasing and skilful images in approved modes and of mainly decorative intention. The combination can be seen perhaps at its most seductive and dangerous in some television "art and craft" programmes aimed at children which strongly imply that successful image-making flows directly from the precise imitation of demonstrated technical tricks.

It is incidentally significant that a recent series aimed at adults and purporting to guide them through the mysteries of painting in oils followed a similar line while adding new dimensions of triteness and aesthetic insensitivity.

It is hardly surprising in view of all this that many teachers, particularly those with no special training in art should feel confused and inadequate in dealing with this vital component of children's learning nor that while there is in recent years been achievement in art in schools there still remains a strongly entrenched tradition of the kind of substitute for art represented at its most banal by copies of teachers' versions of Easter bunnies, Halloween witches and Christmas angels made of junk materials, their precision of outline relying heavily on the use of templates. It also follows that since the production of these objects demands only close attention to instructions, the

question of the consideration of the children's own images does not arise.

It is for these reasons that the Art Committee of the Schools Council set up working groups to produce its two recent publications in the Council's "Occasional Bulletins" series, both aimed mainly at generalist teachers also responsible for teaching art in junior or middle schools. The first, *Art 7-11* set out to offer help and encouragement to these teachers while stressing in particular the need to provide children with a rich store of direct visual experience and the central importance of constant dialogue between child and teacher in the problem-solving process. The role of art as a learning tool was stressed and accounts of their practice supplied by successful teachers. The need for this kind of help was underlined by the unprecedented demand for many thousands of copies, which necessitated a number of printings runs by the overworked publications section of the Council. All available copies have now been distributed.

The second stage of our work was completed by the publication very recently of the 70 page publication *Resources for Visual Education 7-13*. This takes up a crucial issue touched upon in *Art 7-11* and examines it more fully and in sharper focus. Here we consider ways in which children's sense of wonder can be fed by the rich variety of visual forms available in the natural and man-made worlds and how the reasoning knowledge, perceptions and personal imagery may be used in the service of a vigorous and balanced learning process.

The range, choice, use and display of visual resources are all covered and such questions as thematic arrangement of material, the contents and organization of resource banks, display techniques and the methodology for extracting the full potential from resources are considered. Attention is drawn to the great diversity in scale from microscopic forms to major aspects of the environment, while reminding us that the scale of a child's world may well be different from that of an adult.

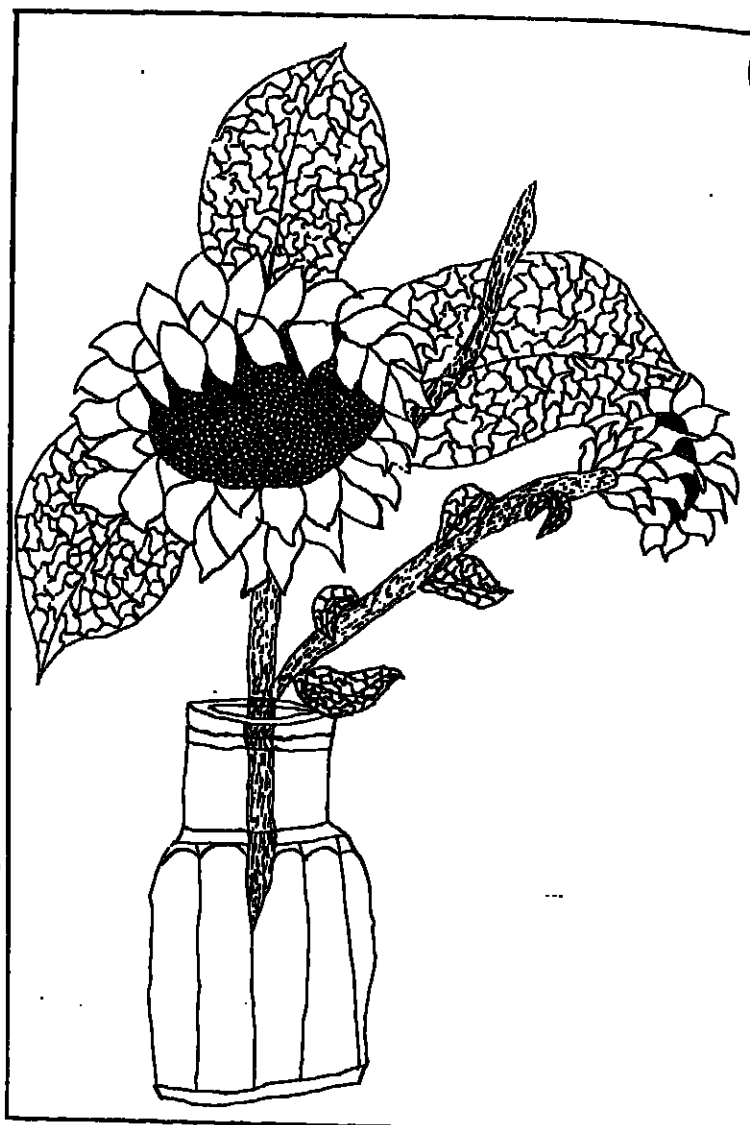
While the emphasis throughout is upon the crucial importance of providing opportunities to children to observe and explore the world about them directly, the need also to engage children's interest in artefacts and designed objects is emphasized and one section deals expressly with the use by schools of museums and galleries. This section gives guidance as to ways of obtaining maximum benefits from visits, stressing the necessity of the teacher being clear about the outcomes desired and expected and of adequate preparation and liaison with curators and their staff.

ROYAL ACADEMY EDUCATION SERVICE

Through the sponsorship of Lloyds Bank, the Royal Academy of Arts is launching its new educational services to help school children all over the country to benefit from some of its major exhibitions.

A folder will be distributed through *Teacher's Time*, containing notes, guides and teaching aids on the main exhibitions of the year, with projects, discussion points, lists of lecturers and bibliographies. There are also practical aids for outings to the exhibition, such as booking forms and special admission price facilities.

This folder will be sent out annually for the September term and starts this year enclosed in the September issue of *Teacher's Time*.



Sunflowers, drawn by a nine-year-old

Another section deals with a dimension which is too often overlooked or neglected in this field, perhaps because it has more to do with the intrinsic value of art than its potential as a tool in learning and the former area is one in which most non-specialist teachers feel particularly vulnerable.

This is the use of visual resources in the development of powers of critical appraisal in children. Children, as much as teachers, need to develop concepts and criteria by which they can make valid and defensible judgments about both their own work and that of others and the junior stage is by no means too early to introduce children to the vocabulary, concepts and judgmental criteria associated with visual form and imagery.

Children's capacities to learn and use these will vary widely but the often sophisticated grasp and use of scientific and technical vocabulary and concepts by some children quite clearly demonstrates how wrong it would be to deprive them of this other set of competencies which we can use to apprehend and interrogate the world.

In these difficult days teachers will be heartened to learn that up to 25 copies of this latter publication will be supplied free on request to the central despatch section of the Schools Council, 160 Great Portland Street, WIN 6LL. We hope that it will be informative and helpful.

Ernest Goodman is Chairman, Art Committee, Schools Council.

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resources

Taste for beauty

by Nick Thomas

East Anglia's Built Environment as an Educational Resource
ERA Publications Board, Eastern Region RIBA, 66 Portland Place, London W1N 4AD. £2.70.

"All good architecture is the expression of national life and character and it is produced by a prevalent and eager national taste, or desire for beauty." This demanding and - in the contemporary context - terrifying statement from John Ruskin is quoted by a speaker at the 1980 Ely Conference on "Environmental Education and Architecture", a report of which forms one section of this pamphlet. The pamphlet as a whole grows out of an increasing realization that such "eager national taste" is inadequately encouraged by our educational system - that, in fact, as another speaker put it, "there is very little effective transmission of the aesthetic in our culture."

These are huge and vital issues, with a particular immediacy in relation to architecture, whose products so wholly and literally surround us; these products, it is widely agreed, have been disastrously and damagingly ugly for too long! There have been recent hints, though, that architecture is at last finding its feet again; and this pamphlet can be seen as a theoretical accompaniment of that process. The introduction points out that "planning control has become a process which involves the community". We desperately need - for our own salvation from the ugly and impractical - to become architecturally literate; and education can play a crucial role. This pamphlet is an excellent initiative.

It consists of three sections: the first, already mentioned, is the report of the Ely conference, where all the speakers show a sane and caring relationship to the theme. The second section, *East Anglia's Built Environment: An Introduction*, is a series of short essays by the pamphlet's editor, Brian Goodey, on aspects of the region's architecture - what and why: villages, market towns,

Industrial architecture, new towns, and so on: concentrating on the theme of architecture as compromise between many interests and forces, and giving as many examples as possible of actual sites and buildings in the region which can be used for practical learning.

The third section, is literally, a Yellow Pages: "A Directory of Resources for Environmental Education in East Anglia", county by county, listing all council departments and pressure groups or institutions concerned with architecture and planning, together with a summary of help, literature and other resources available for teaching use. And how much more there is than one might have imagined! This pamphlet is a model and an inspiration: clear, coherent, well researched, and above all informed by a strong and humane passion for its subject. It makes an overwhelming case for environmental education: not as a formalized subject, yet another new O level, but as a vital part of training for contemporary life. And at the same time as arguing the need, it helps to satisfy it, by providing a local and practically-oriented textbook.

The only criticism is really more in the nature of a suggestion for expanding the work: there is little discussion of architecture and planning as political issues, showing how resources are distributed by power. The nature and distribution of buildings both expresses and enforces power relationships in our society. As Ruskin said, architecture stems from "national life"; and there is more, alas, to national life than aesthetics. Not that those involved in this project are unaware of these issues; but they have chosen to walk around them. What they have produced is nonetheless praiseworthy and valuable; one hopes that it will inspire other regional RIBAs to develop similar projects. Also available from the same address is a poster, *Getting Involved*, outlining themes and projects for environmental education in schools. It costs 35p including postage.

Human devastation

by Harold Appleton

Environmental effects of mineral extraction
by T. C. Middleton
Focal Point Audiovisual Ltd, Portsmouth. £10.75 + postage and VAT.

All living things are in competition for food and living space, always to the potential detriment of other species. No other species but man, however, has the ability to transform a countryside so completely. The natural forest lands which were Britain are now almost vanished, and replaced by farms, towns, factories and networks of road and rail. The natural population of Britain has been, and still continues to be, changed. This series of slides aims to illustrate some aspects of this change, and some of the ways in which man is, at last endeavouring to lessen the effects of the devastation. Although many ways have been used to make the world a better place, the most important. Not only are the regains unsightly, but occasionally they are actively harmful to health.

Within the compass of forty slides we are guided firmly through a series of such processes. Some idea of the original British landscape are first considered, together with the first of the "changes" - Neolithic Man. The effects of Roman occupation are illustrated by reference to the lead mines of the Mendips, Shropshire and Derbyshire. Later mining

efforts from the seventeenth to the nineteenth centuries are shown, and some of the effects of pollution by lead on the land and animals are mentioned. The effects of SO from power stations and CO from coal combustion are quoted.

Salt mining, with its accompanying subsidence and salt flashes, occupies ten slides. Slate quarries, china clay workings, limestone quarries and gravel pits are all illustrated.

Reclamation work, yielding parks, lakes, bird sanctuaries and recreational facilities are shown. The photography and reproduction of the slides are of a very high standard. They are presented in a hard-backed ring folder containing two transparent sheets, each holding 20 slides in pockets. The short explanatory booklet arouses my only criticism; it would have been much more convenient to have a taped commentary.

Some slides should have a wide use in schools: geography, biology and environmental science departments would find them useful, and ecologists in the biology department could make them a basis of an very interesting course of study. The material is not a dramatic diatribe so commonly presented by "Doomwatch" environmentalists, but a sensible, factual account of one aspect of human life, and of how its effects can be made less devastating for the countryside and its inhabitants, and aesthetically better for Man himself.

Butcher, baker

Ten trades are illustrated for careers lessons in a pack of leaflets published by the Institute of Careers Officers. They are a butcher, baker, a cook, sewing machinist, moto mechanic, shop assistant, clerk, hairdresser, warehouse assistant and assembly worker.

Each leaflet is printed in black and green in A4 size. They are sold in mixed packs of 20 (two of each title) at £5, including postage, and in single leaflet packs of 10 for £2.50p. Obtainable from the Institute at Old Board Chambers (2nd floor), 37a High Street, Stourbridge.

media

Some complexities of utilitarianism

by Victoria Neumark

CONTINUING EDUCATION

The Questions

Granada
Manchester area, Thursdays from June 18 at 11 pm
London area Tuesdays from July 7 at 11.30 pm

Granada's new six part series of half hour programmes looks at those less-heralded research projects which still make British universities one of the country's most important resources - despite the cuts. On nutrition, on agriculture, on physics, may not result in Nobel Prizes, but can enrich human development in many ways. The simple appeal of such a utilitarian approach to adult science education is manifest, and *The Questions* is quite a skilful blend of scientific information and technological documentary.

The first of the series, *The Inner Limits*, looks at the work of the Human Performance Laboratory in Salford. Founded in 1972, the Lab has set out to examine exactly what happens to the human body in exercise, first by monitoring the cardiovascular system of top athletes, and then extending the understanding of physiology thus gained to exercise programmes for the sedentary, post-cardiac rehabilitation patients, and sufferers from spinal bifida.

An explanation of calorie consumption and oxygen burning in muscular activity is well integrated into sequences of running and bicycling on strange machines attached to self-type tubes, and the restricting effect of the build-up of toxic products such as lactic acid is graphically illustrated by seeing athletes coming to a sweating, shuddering standstill.

However, the straight documentary style does tend to gloss over the complexities of such work. The attempts to construct a walking apparatus for spinal bifida sufferers which would not overtake their limited musculature and the development of a

medically supervised exercise programme for heart-attack patients after "the big crunch" - as one of them put it - are not clearly tied in to those mysterious samples which the (naturally white-coated) scientists keep taking from their subjects.

True, spinal bifida sufferers and middle-aged post-coronary males are not as photogenic as gleaming-muscle runners, but the interest of the work at the Human Performance Laboratory surely lies in tying all of them together.

What the programme does demonstrate more clearly than even its scientific content is the benefit of exercise. As one doctor says of the post-coronary exercise programme, "We cannot say that life is prolonged, but we can say that the quality of life is improved."

The shining eyes of men who have just done forty sit-ups compared to the office-workers, all sag and flab, who are just about to start their own (pre-coronary?) exercise, confirm that healthy people are much more likely to be happy people. "It's a winner all the way", glows one man, who had been so afraid to begin with that his mates had to carry him round the track.

Equally, those who believe that fitness and fatigue are all in the mind should watch the fell-runner experiment. Fell-runners are those maniacs who pound over the Pennines in all weathers in running shoes and shorts. When one of them has to run on a machine which simulates a slope far steeper than the Pennines, he passes his physiological fatigue level, and begins to breathe out more carbon dioxide than he breathes in oxygen.

Within a minute he has to stop, panting. "The mind has said Go on, but the body wouldn't". Good athletes always run just below their threshold of fatigue. Further programmes in the series, briskly introduced by Brian Trueman, (himself an ex-runner) will include projects on coastal defences, corrosion, pest-prevention of the leaf-cutter ant, and crop development in Kenya.

Briefings

Radio and tv

Darlington Hall School (Sunday, 08.55, Thursday, 18.30 BBC2)
Darlington Hall is run on democratic lines with few rules or official punishments. Shows how standards are set and discusses the success of the link between this expensive middle-class school and the Northcliffe Community High School in Yorkshire.
Practical Morality (Sunday 19.30 Radio 4)
Topical moral issues are examined and an attempt made to define how to tell right from wrong. Are we in moral decline? Asks if the bad are getting worse and the good better.

For schools

My World (Monday 9.30 ITV)
A revision programme encouraging 4 to 6 year olds to look at everyday shapes from different angles.
Finding Out (Monday 9.47 ITV)
9 year olds are given a non technical guide to understanding computers. Explains how chips are made and what they can do.

Over to You (Monday 10.05 ITV)
"Tails" suggests that humans ought to have a tail. 8 to 10 year olds investigate why we end up "nose to tail" and look at a new version of Red Riding Hood with a twist in the tail. 1... 2... 3... Go (Monday 10.23 ITV)
First year children examine the concept of "Equality and Time". Punch and Judy end up with equal shares of cakes and sweets and the song "at seven o'clock in the morning" reinforces the idea of clock time.

A Place to Live (Monday 10.40 ITV)
"The Edge of the Sea" features cormorants and terns, shore fish, sea anemones, star fish and lugworms. The over eights are encouraged to look for these creatures during their holiday.
Insight (Monday 11.05 ITV)
An original expert shows how paper is made, and its use in daily life. For slow learners and those whose hearing is impaired.

Springboard (Monday 11.20 VHF 4)
The last of the West Indian folk tales introduces 7 to 9 year olds to the origin of the word "hurricane".
Do hospitals provide clues to the city past? 8 to 11 year olds study the city general hospital at Stoke.
Télé-France (Tuesday 9.05 BBC1)
The other French-speaking countries of the world are featured in "Alleurs", the last programme of this series.

Swashbuckling off for a song

by Frances Farrer

CHILDREN'S TELEVISION
The Song and the Story
BBC, Wednesdays, 4.45 pm.
Scar Jack
Southern, Mondays, 4.45 pm.

Folk singing has an unfortunate image compounded of beards, beer, hand-clapping, back-slapping and sweat. *The Song and the Story* is out to redress the balance by showing that folk songs are part of social history, the real-life dramas of the people and of their heroes.

The songs tell the tales of highwaymen and smugglers, of sailors and gypsies, millgrinds and miners. They are the more vivid and picturesque of the nineteenth century's extensive selection and have been chosen for their immediate appeal. They all reveal details of everyday life and attitudes in a very accessible way.

Talia St Clair sings the songs, many of which are set up and filmed as short plays. In programme one she played highwaymen (one of them a woman) who took purses before swashbuckling off to sing about it. Afterwards she was a cheerful poacher with a loyal dog.

Between the songs there are documentary-style sections in which Miss St Clair speaks facts straight to camera or interviews a modern practitioner of one of the old trades mentioned in the songs. These sections are among the series' greatest weaknesses,

for while Ms St Clair has a good strong singing voice, she is no interviewer, and neither is she skilled at relaying information.

All the same the facts are fun, even if they do come at you almost as piecemeal as if it were *Mastermind*. Scottish fisher girls could gut one herring a second, we discover, or 20,000 in a day. "Purring matches" were fights in which two navvies kicked each other until one of them gave in.

But despite all the wonderful tales and the folk-rock, Steeleye Span-style arrangements for the songs, and despite the best efforts of the talented Miss St Clair, *The Song and the Story* comes out a noble failure, too much of a hybrid, not carefully enough thought out, a good idea unrealised.

Unfortunately the same goes for *Scar Jack*, though it's less easy to see what the idea was in the first place. *Scar Jack* is a person who has set out to right the wrongs being done in the name of anything and everything in Southern Ireland in 1798.

It isn't too difficult to detect that peasants are being evicted by thugs in uniforms, and that Jack is an outlaw who thinks that if he tells the authorities in London, all will be set right, and that the chief villain is called Captain Gowan. But after this, everything seems to get a bit hazy.

These people do more or less stereotyped things, tell each other bits of whatever the plot may be, and gallop about on horseback with their cloaks billowing. It's a bit like a sort of period *Archers* minus the high tension, the drama, and the characterizations.

Among the main persons present at various times are: Jack's unrecognized son (Jack left home when this lad was quite old enough for them to recognize



Isla St Clair, star of "The Song and the Story"

Micros: a primary concern

Don Walton on
Houghton County
Primary School's
microcomputer
project

Houghton C.P. School was one of the first primary schools in the country to buy its own microcomputer and now has two Commodore (16K) PET computers, a Sinclair ZX80 and is waiting for a CBM printer to be delivered. During the months that these machines have been in the school the staff and children have amassed a wealth of experience as the micros have moved from room to room on their daily timetable.

In addition to this everyday use, the children and staff have run a display at two computer shows in London, talked to visitors from many areas of the country and different sections of the educational system and visited several schools and institutes of further education to talk about the application of microcomputers in Houghton School. With this experience in mind it is possible to evaluate in general terms the effect these machines have had on the school.

Our microcomputers are mainly used for computer assisted learning. So far the policy has been to write a number of programmes which illustrate the potential of the computer as a teaching tool in as many areas of the curriculum as possible. The computer has been presented to our teachers as an aid or extension to their everyday work.

It is this policy linked with that of timetabling the computer for use in every classroom which we believe has helped to make the project acceptable to the whole staff. Ideally every teacher in Houghton school would like to have a microcomputer in their classroom with a bank of software which is easily accessible for use with individual children. Most of the staff look upon the computer as an aid to remedial teaching and diagnostic work. Our software which tends to be written for this kind of application, is a factor for this.

Every teacher has at some time given me a core idea for software development or ideas for further development of existing software and this, I feel, is a measure of our success with the staff as well as highlighting the intractable problem of software scarcity in the application of microcomputers to CAL in primary education.

Software development is a labour intensive activity and is the biggest problem facing primary schools when

considering buying their microcomputer. There is no flood of CAL software from the companies who sell the computers. They can barely keep up with orders for hardware as it is, and there is little financial incentive for employing the time and manpower needed for development as software is so easily pirated with no recourse to copyright laws.

Even schools and individuals are loath to let software out of their control, feeling that there should be some way in which innovators in this field are recognised. This software famine may set back the acceptance of the microcomputer as a teaching tool for some time. It is unlikely to halt its progress completely because the potential is so great and will be greater as the hardware continues its frantic pace of development and the software slowly follows along. It is generally accepted that business software applications are ten years behind the potential of the computer hardware. If this is so, educational CAL must be lagging by a good fifteen years.

A second problem with software is the difficulty of selection. Computer software is not like a book which can be picked up by the prospective purchaser or used and flicked through quickly to

get an idea of design and performance. To do a proper appraisal it has to be used. This problem is already causing difficulties in school use in that the staff cannot learn quickly about any new programme.

More time will have to be allocated to having the microcomputer available for use in the staff room and a library directory drawn up with 'quick look' descriptions of each piece of software and perhaps a 'screen dump' i.e. a printout of what comes on the screen to illustrate the description.

A further consideration is the member of staff in charge of the project. That teacher must have enthusiasm, skill, motivation and above all the time. It is not a task to be undertaken lightly and again it is important to do it properly if the microcomputer is to be effective. So far we have been unable to carry out any empirical research into the effectiveness of CAL but the computerers have certainly been greeted with great enthusiasm by the children. It has been noted that periods of concentration displayed by many children in class lessons become much longer - we believe because of the interactive nature of the work.

This is very valuable if the content

has remedial application to basic skills. Children also enjoy the immediate feedback and will work very hard to compete against themselves, secure in the knowledge that practice will usually show immediate results. The printer will give us added powers in this respect. The fun/play element of the programs must not be discounted and can be used to great effect with children of all ages in every aspect of their work.

For the brighter children simulations and the more complex games are very popular and intellectually stimulating. We have also identified two gifted programmers among our children as well as a large number who enjoy experimenting and learning about simple BASIC programming routines.

It is important to note that our computer is seldom used by a child alone but usually by two or more children. It promotes concentrated interaction between the children and this can be exploited by well-designed software. Many people picture the silent child gazing into the visual display but this need not be the case. Language development is encouraged not restricted.

One factor has dominated our decisions: the system must be used by an

appreciable number of other schools in the same area and indeed in the country as a whole. Otherwise it is difficult to get help with software and literature as well as any extra peripherals you might want later.

Storing and developing software on cassette is a very tedious business and also limits quick program changes which all teachers would like. Disc drives can cost more than the computer so watch out for alternative methods of storing your programmes.

We have been very pleased with our microcomputers. We are frustrated not by limited potential but by our inability to exploit that potential quickly enough. To the children and staff our computers have a friendly face, are easy to use and put them through their demands made upon them throughout their long working day.

Don Walton directs the microcomputer project at Houghton County Primary School where he is deputy headmaster. He has been teaching in the Huntingdon area for twenty-three years in primary and secondary schools. Houghton School has sold well over £400 worth of software and use the funds for purchasing more hardware.

YOUR BRAINWAVE.



A chance to make it work!

When was the last time you had a really good idea; a brainwave for a product that could help you in teaching and - properly developed - could help thousands of other teachers and their classes?

This is your chance to do something about it.

Cash rewards for you and your school

There are seven categories to enter, with cash prizes of over £6,000 to be shared by the winners and their schools. The outright Brainwave winner and school will share £1,500.

Trophy and Certificates

A handsome trophy and certificate will be awarded to the overall winner. In addition, each category winner and runner-up will be presented with a framed certificate as a permanent reminder of their achievement.

A competition for teachers

You will have seen many competitions for students, but this one is designed for you, the teacher. It is an opportunity to prove that your ideas work. The categories are:-

- Music
- Aids for the handicapped
- Craft
- Mathematics
- Science
- Environmental studies
- Pre-school

In every classroom?

If your brainwave is commercially viable, there is every chance that you will be able to see it produced and marketed by Hestair Hope Ltd. Naturally, you would benefit by the royalties.

£6,000 IN PRIZES will be presented in THE BRAINWAVE AWARDS... 1981 sponsored by Hestair Hope Limited and The Times Educational Supplement.

Entry forms are available from Hestair Hope Limited, St. Philip's Drive, Royton, Oldham OL2 6AG. 061-652 1411. The closing date for entries is 30th September 1981.

£6,000 IN PRIZES

will be presented in



The Brainwave Awards 1981



sponsored by Hestair Hope Limited and The Times Educational Supplement

Alternative publishers

by Gillian Klein

Educational publishers, battered by the cuts, are retreating behind the barricades. Fortunately for young people, alternative publishers are still breaking new ground. Enterprised led the field: now there are so many, community publishers and writers workshops scattered through Britain that they confuse each other. A part to share their work with one another.

The publications of these organisations have two things in common, both of which are of considerable value to the generation of future authors who are at school. One: they regard themselves not as publishers but as the subject of mainstream fiction: those of the working-class woman, or the young black Briton, for example. Two: they insist that writing for publication is the prerogative of the profes-

sional poet or novelist, or someone in a country house supplementing a private income.

Writing is about communicating, but communication has to be two-way, readers are needed as well as writers. Young people have responded to anthologies like the splendid 'Our Lives' brought out by LISA's English Centre in 1979, by recognising that they too may have experiences to share, and can write something worth reading about.

Black Ink is a community publisher and has been working for two years. They have a tough task selecting from the material lying around in school CSSE folders; and the offerings sent directly to them. They also take on the job of disseminating their publications: other community initiatives and, to some extent, by visiting schools.

They identify one criteria for selection: material must be written from an 'own' point of view. 'Literary merit'

though defined neither by them, nor by this reviewer, is certainly taken into account as well, for much of the content of their four books to date is of a high standard. It is also exciting.

'The School' Leaver by Michael McMillan (65p), needed no selecting. It was already chosen as the best entry for the age group; in a Young Writers competition in 1978, with the participation of the play as a prize. Black Ink felt that the play should be made more widely available to young people, and published it with McMillan's own illustrations. School, parents, family scenes, prison, unemployment officers, strikes the note of experience. Unusually, in such a young author, it ends in despair. 'Babylon ain't gonna stop me stealing and fighting. No 'ah, Cause I'm still a qualified, stamped and got me?' The author himself, however, is clearly going places.

Wasted Women, Friends and Lovers

is more uneven in quality. Here, it is the emotions and events described that seem to determine inclusion. Not that some of the work isn't extremely stylish: 'Cooly G', one of the poets featured also in the latest publication, has offered a poem called 'Improvisation' with the lines

'Inoffensive' melodies, mass-produced and mutilated

'To satisfy the bleak yearnings... Black Eye Perceptions (£1.20), is the best collection yet. Seven young black poets, introduced in their own words and with striking line portraits by Resnae Adams, reflect aspects of black life in a white society. There is the first of becoming a Rasta in Britain, the confusion of a battered woman, the suffering of a dyslexic.

There are happier themes too: new life in the New World, the euphoria of the reggae dance, a black woman walking proudly. The style varies from

dub to African tradition to English forms, the languages goes from standard to several kinds of dialect. If there is unity in this collection, it is the theme of love.

Respect yourself
Trust in yourself
Believe in yourself
Above all love yourself
'Cos you are hated.

The young men and women who wrote these poems may not like all that happens to them, but they are glad to be themselves. They invite young black people to regard themselves with pride and love, but they have something to say to any reader: whatever their colour or age. They are blazing a new trail, and one hopes that other new talents will step forward with their literary offerings, prepared to take the criticism with the recognition and to say, with new poet, Lyndford, 'There I was
Now
Here I am.

JOB OPPORTUNITIES

Unless otherwise stated, the following posts are required for 1st September 1981. Secondary Schools, Normalisation dates (from and returnable to the Headteacher at the school) unless otherwise stated S.A.E. please. Closing Date: 13th July 1981.

POULTON-LE-FYLDE HODGSON COUNTY HIGH
Moorland Road, Poulton-le-Fylde (Roll 1088)
1st January 1982
GROUP 10 - HEADSHIP
Formal details for this post from District Education Officer, Education Offices, Llandudno Avenue, Poulton-le-Fylde, Blackpool.

OVER WYRE ST. AIDAN'S C.E. HIGH
Cartgate, Presall, Blackpool (Roll 680)
1st January 1982

SCALE 3 - HEAD OF R.L. (Practical Communicant preferred)
Re-Advertised
CHORLEY HOLY CROSS R.C. HIGH
Burgh Lane, Chorley (Roll 1150 11-16 Mixed)
1st January 1982 or earlier if possible.

SCALE 3 - MUSIC
BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley (Roll 913 Girls)
1st January 1982 or as soon as possible

SCALE 3 - HEAD OF NEEDLEWORK DEPARTMENT
Formal details for this post from District Education Officer, Education Offices, 14 Nicholas Street, Burnley.

FLEETWOOD KEASHEATH HIGH
Fleetwood Road, Fleetwood (Roll 1,400 including 180 in Vth Form)
1st January 1982

SCALE 2 - HEAD OF GIRLS P.E.
(Ability to assist with lower school science an advantage)
BROUGHTON COUNTY HIGH
Woodlump Lane, Broughton, Preston (Roll 769)

1st September 1981 or as soon as possible Two Posts
SCALE 2 - MATHEMATICS (GRADUATE DESIRABLE)
No advertisement

SCALE 2 - TEACHER IN CHARGE UPPER SCHOOL MATHEMATICS
LANCASTER RIPLEY ST. THOMAS C.E. SECONDARY
Ashton Road, Lancaster (Roll 11-18 Mixed Roll 1200)

SCALE 1 - ENGLISH - To teach 11-16
POULTON-LE-FYLDE BAINES HIGH
Highfield Road, Poulton-le-Fylde (Roll 843 including 165 Vth Form)

SCALE 1 - RELIGIOUS EDUCATION AND ENGLISH
CLITHEROE RIBBLESIDE COUNTY SECONDARY
Queens Road, Clitheroe (Roll 1,200)

SCALE 1 - MATHEMATICS WITH SOME GEOMETRICAL ENGINEERING DRAWING
BLACKPOOL HIGHFIELD HIGH
Highfield Road, Blackpool (Roll 1083 11-16 Mixed)

SCALE 1 - METALWORK AND TECHNICAL DRAWING
PRESTON ASHTON-ON-RIBBLE HIGH
Aldwydd Drive, Ashton, Preston (Roll 1005 11-16)

1st September 1981 or as soon as possible
SCALE 1 - BOYS GAMES AND P.E.
With Geography or Maths or Science an advantage

SCALE 1 - RELIGIOUS EDUCATION AND/OR ENGLISH
BURSCOUGH PRIORY HIGH
Trevelyan Road, Burscough, Ormskirk (Roll 840 Mixed)

SCALE 1 - ENGLISH TO O' LEVEL
SKELMERDALE ST. THOMAS THE APOSTLE R.C. HIGH
Glenburn Road, Skelmersdale (Roll 981 Mixed)

SCALE 1 - SCIENCE TO O' LEVEL
(Indicate specialty and interests)
SKELMERDALE WEST BANK HIGH
Yewdale, Skelmersdale (Roll 981 Mixed)

Two Posts
SCALE 1 - REMEDIAL STUDIES
CHORLEY HOLY CROSS R.C. HIGH
Burgh Lane, Chorley (Roll 1,150 11-16 Mixed)

SCALE 1 - HISTORY GEOGRAPHY
BLACKBURN PLECKATE HIGH
Pleckate Road, Blackburn (Roll 1,264 Mixed 11-18 years)

SCALE 1 - ENGLISH With Particular interest in E.S.L. and/or remedial teaching
BLACKBURN ST. EDMUND AROSWORTHY R.C. HIGH
Livesey Branch Road, Blackburn (Roll 800 Mixed 11-16)

SCALE 1 - BIOLOGY WITH INTEGRATED SCIENCE
BLACKBURN WITTON PARK HIGH
Burton Lane, Blackburn (Roll 1,260 Mixed 11-18)

Two Posts
SCALE 1 - MATHEMATICS
SCALE 2 - ENGLISH
DARVEN MOORLAND HIGH
Holden Fold, Darven, (Roll 1,788 Mixed 11-18)

Two Posts
SCALE 1 - ENGLISH DRAMA AN ADVANTAGE
SCALE 1 - SCIENCE
Majority of teaching in 1st and 2nd years but should be prepared to teach the whole of the secondary curriculum

OSWALD TWISTLE RHYDDINGS COUNTY HIGH
Highworth Street, Oswaldtwistle (1,110 on Roll)

SCALE 1 - ENGLISH
SCALE 1 - MATHEMATICS
BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley (Roll 913 Girls)

As soon as possible
SCALE 1 - NEEDLEWORK
Formal details for this post from District Education Officer, Education Offices, 14 Nicholas Street, Burnley.

NELSON WALTON HIGH
Orford Road, Nelson (Roll 1,000 Mixed Comp 11-16)
1st August 1981 or as soon as possible thereafter.

SCALE 1 - GIRLS P.E. AND ENGLISH
HASTINGEN HIGH
Broadway, Hastingen, Rosendale (Roll 1,360)

SCALE 1 - ENGLISH WITH SOCIOLOGY To teach 11-16
PRESTON LANGUAGE CENTRE
Cromwell Road, Preston (Roll 47-10 Mixed)

1st January 1982
TEACHER IN CHARGE Experience in E.S.L. teaching essential
Formal details for this post from District Education Officer, Education Offices, 56-60 Guildhall Street, Preston.

LANCASHIRE COUNTY COUNCIL

SECONDARY MATHS SCALE ONE

HERTFORDSHIRE COUNTY COUNCIL
EAST HERTFORDSHIRE DISTRICT
CARDINAL BOURNE R.C. SCHOOL
Park Lane, Broomsgrove, Herts. SG12 6JH
(11-18 All abilities)

POULTON-LE-FYLDE HODGSON COUNTY HIGH
Moorland Road, Poulton-le-Fylde (Roll 1088)
1st January 1982

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1st January 1982
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LANCASHIRE COUNTY COUNCIL

OTHER POSTS ON SCALE 2 AND ABOVE

BUCKINGHAMSHIRE COUNTY COUNCIL
MILTON KEYNES DIVISION
BROADWATER HALL
Broadwater, Milton Keynes MK14 6JH
Head of Department. (150466) English 065-92

EAST SUSSEX
BEULAH SCHOOL
Beulah Road, Hailsham, BN27 1DT.
(150466) English 065-92

KNOWSLEY METROPOLITAN BOROUGH OF
KNOWSLEY HIGH SCHOOL
Cumbria Lane, Knowsley, Merseyside L35 9TF
(11-18 boys and girls, 11-18)

NOTTINGHAMSHIRE
WILLIAM CRANE COMPREHENSIVE SCHOOL
Nottingham, NG8 5PN
Headmaster: A.T. Rowell.
Mixed: 920 (11-16) 065-80

ROTHAM
ROTHAM BOROUGH OF EDUCATION
Rotham, Derbyshire
11-16 Mixed. Approx. 1195 on roll.

WEST SUSSEX
THOMAS BENNETT COMMUNITY SCHOOL
Ainsdown Drive, Tilgate, Crawley.
Required September in this 12-18

KNOWSLEY METROPOLITAN BOROUGH OF
KNOWSLEY HIGH SCHOOL
Cumbria Lane, Knowsley, Merseyside L35 9TF
(11-18 boys and girls, 11-18)

NOTTINGHAMSHIRE
WILLIAM CRANE COMPREHENSIVE SCHOOL
Nottingham, NG8 5PN
Headmaster: A.T. Rowell.
Mixed: 920 (11-16) 065-80

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OTHER POSTS ON SCALE 1

BUCKINGHAMSHIRE COUNTY COUNCIL
MILTON KEYNES DIVISION
BROADWATER HALL
Broadwater, Milton Keynes MK14 6JH
Head of Department. (150466) English 065-92

EAST SUSSEX
BEULAH SCHOOL
Beulah Road, Hailsham, BN27 1DT.
(150466) English 065-92

KNOWSLEY METROPOLITAN BOROUGH OF
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WEST SUSSEX
THOMAS BENNETT COMMUNITY SCHOOL

SCOTTISH APPOINTMENTS

Lothian

REGIONAL COUNCIL DEPARTMENT OF EDUCATION TEACHING APPOINTMENTS

Applications should be submitted to the following posts:

SECONDARY DEPUTY HEAD TEACHER

Reference D Croydon High School, Livingston 12733 plus 1200 (subject to review)

PRINCIPAL TEACHER

Reference D Inverclyde Community High School, Greenock 12733 plus 1200 (subject to review)

ASSISTANT PRINCIPAL TEACHER

Reference D Armadale Academy - Technical Education 12733 plus 1200 (subject to review)

PHYSICIAN FOR SCOTLAND (Based in Perth)

Reference D The Officer will be required to integrate the physically handicapped into the community. Salary: £4,500 p.a. plus 1200 (subject to review)

HEAD

Reference D The Housemistress could teach part-time. Salary: £4,500 p.a. plus 1200 (subject to review)

THE KIBBLE SCHOOL PAISLEY, RENFREWSHIRE

HEAD

Applications are invited for the post of Head of this List D school which will fill vacant in late 1981. The school has accommodation for a maximum of 90 boys aged 14-15 years. This number is likely to be reduced to 60 following the completion of a rebuilding programme which is well advanced. Applicants should be qualified teachers or have relevant social work qualifications and must have held a senior post in a List D school or other residential establishment for difficult children. The salary will be in the range £13,750 to £17,500 p.a., according to qualifications and experience. Application forms and further information may be obtained from the present Headmaster; completed application forms should reach the Officer Correspondent, Mr. J. E. Corson, Ashcroft House, 9 Or Square, Paisley PA1 2DL by 31st July 1981. Applicants may visit the school by appointment. Tel: 041-882-2850 and 7877.

Strathclyde

EDUCATION DEPARTMENT Community Education Worker

Paisley Leisure Centre, Ferguslie Park, Paisley
Salary Scale - CEW £2404-£3139 plus 7 1/2%
Irregular hours payment plus weekend
enhancement

The main duties of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interest suitable to the needs of the Community. The area of work to be covered embraces Youth work, Adult education and the needs of the handicapped and elderly in an area of priority treatment. Applicants must hold a Diploma in Community Education Studies. Application forms can be obtained from the Assistant Director of Manpower Services, Renfrew Sub-Region, Strathclyde Regional Council, Gordon Street, Paisley, PA1 1JJ to whom completed forms quoting Ref: 849 should be returned by 17th July 1981. Tel: 041-882-2850 and 7877.

By Subject Classification

Classics

AVON
H.M.C.

Classics
Required for September 1981 or January 1982. Course: Classics to teach Classics and Latin. Candidates should be qualified teachers or have relevant social work qualifications and must have held a senior post in a List D school or other residential establishment for difficult children. The salary will be in the range £13,750 to £17,500 p.a., according to qualifications and experience. Application forms and further information may be obtained from the present Headmaster; completed application forms should reach the Officer Correspondent, Mr. J. E. Corson, Ashcroft House, 9 Or Square, Paisley PA1 2DL by 31st July 1981. Applicants may visit the school by appointment. Tel: 041-882-2850 and 7877.

Modern Languages

HAMPSHIRE
Required for September 1981. Resident teacher for French to 'O' Level and Latin to 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Domestic Subjects

SURREY
TEMPORARY NEEDLEWORK SUPERVISOR/TEACHER required by the County Council for the year 1981-82. The post holder will be responsible for the supervision and teaching of needlework in secondary schools. Salary: £4,500 p.a. plus 1200 (subject to review)

Mathematics

WIMBORNE
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Science

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History

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Geography

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Art

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Music

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Physical Education

WIMBORNE
Required for September 1981. Resident teacher for Physical Education to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Appointments in Scotland

FIFE REGIONAL COUNCIL LAUDER TECHNICAL SCHOOL

Applications are invited for the above post within the Educational Programmes Section of the Council. Duties will include the teaching of basic educational skills and in particular to trainees at the Woodlands Adult Training Centre. Candidates must be suitably qualified to teach Class Music. Salary: £4,500 p.a. plus 1200 (subject to review)

English

SUSSEX
SLINDON COLLEGE
N. Arundel, West Sussex BN18 3JL
Required for September 1981. Resident teacher for English to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

History

HEADS OF DEPARTMENT
Required for September 1981. Resident teacher for History to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Mathematics

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Physical Education

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Independent Schools

HEADS
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PERTSHIRE

RANOCOL (151111 - 240 boys) MODERN LANGUAGES

Teacher of French required for September 1981. Resident teacher for French to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

English

ABERDEENSHIRE
Required for September 1981. Resident teacher for English to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

History

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NORTH WALES

RYDAL SCHOOL Colwyn Bay, North Wales LL57 2JL Required for September 1981. Resident teacher for English to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

English

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Art

WIMBORNE
Required for September 1981. Resident teacher for Art to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Music

WIMBORNE
Required for September 1981. Resident teacher for Music to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Physical Education

WIMBORNE
Required for September 1981. Resident teacher for Physical Education to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Independent Schools

HEADS
Required for September 1981. Resident teacher for History to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

By Subject Classification

Classics

AVON
H.M.C.

Classics
Required for September 1981 or January 1982. Course: Classics to teach Classics and Latin. Candidates should be qualified teachers or have relevant social work qualifications and must have held a senior post in a List D school or other residential establishment for difficult children. The salary will be in the range £13,750 to £17,500 p.a., according to qualifications and experience. Application forms and further information may be obtained from the present Headmaster; completed application forms should reach the Officer Correspondent, Mr. J. E. Corson, Ashcroft House, 9 Or Square, Paisley PA1 2DL by 31st July 1981. Applicants may visit the school by appointment. Tel: 041-882-2850 and 7877.

Modern Languages

HAMPSHIRE
Required for September 1981. Resident teacher for French to 'O' Level and Latin to 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

Other than by Subject Classification

ABERDEENSHIRE
Required for September 1981. Resident teacher for English to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

ABERDEENSHIRE
Required for September 1981. Resident teacher for History to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

ABERDEENSHIRE
Required for September 1981. Resident teacher for Geography to 'O' Level and 'A' Level. Salary: £4,500 p.a. plus 1200 (subject to review)

ABERDEENSHIRE
Required for September 1981. Resident teacher for Art to 'O' Level and

